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ABSTRACT

The manual presents a methodology for teaching multihandicapped students which stresses development and utilization of classroom routines to enhance individualized instructional effectiveness. The first chapter (by Paul Carreiro and Sue Townsend) provides the theoretical basis for using a routine-based teaching approach. The second chapter outlines a framework for the implementation of this model. Chapter 3 provides detailed instructions for using the manual. The fourth chapter lists curriculum objectives for severely mentally retarded students in the areas of receptive language, expressive language, cognition, fine and gross motor skills, eating, dressing, and grooming. Objectives are coded to specific routines. Chapter 5 consists of a number of typical routines, presented in matrix form, outlining numerous curriculum objectives that can be taught in the context of these routines. In chapter 6 a teaching sequence for use in the routine context is provided for each of the curriculum objectives. Chapter 7 contains a curriculum checklist to serve as a tool for assessment as well as a record of progress. The final chapter presents an example of a learning program for a typical severely handicapped student showing the objectives for the student with teaching sequences inserted in the routines appropriate for one school day. (DB)

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Teaching Curriculum Goals in Routine Environments

A Manual for the Instruction of Multi-Handicapped Students

Dini Frans

CONE Learning Systems

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A Manual
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Dini Frans

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Introduction

The manual is divided into two major parts. Part 1 consists of three chapters. Chapter 1, written by Sue Townsend and Paul Carreiro, gives the theoretical basis for using a routine-based teaching approach. The second chapter outlines a framework for the implementation of this model. Chapter 3 provides detailed instructions for using this manual. The material is primarily geared to the self-contained special education class. However, the teacher of the integrated student should find it valuable.

Part 2 contains the tools for designing the individualized program. Chapter 4 is a curriculum appropriate to severely mentally handicapped students. Chapter 5 consists of a number of typical routines, in matrix form, outlining numerous curriculum objectives that can be taught in the context of these routines. Teachers will probably wish to adjust the routines to their own situation, but if the elements are kept essentially similar, the recommended objectives will be found to remain relevant.

The creative teacher will also be able to find many other places where various objectives can be inserted, and will probably want to create original routines. Many of the routines given are those that most students must do at various times in the day, such as arrival and departure, going to the bathroom and having lunch. Others can be adapted or can be used as the germ of an idea for new and different routines.

Chapter 6 repeats the list of curriculum objectives. Each objective has an associated teaching sequence suitable for instruction in the routine context. The sequences are also designed to facilitate the convenient recording of performance data.

Chapter 7 contains a curriculum checklist which may be copied for each student and can be used over several years. It is a tool for assessment as well as a record of progress. Chapter 8 is an example of the output that results from using this manual to design a learning program for a typical severely handicapped student. It shows the objectives for the student with teaching sequences inserted in the routines appropriate for one school day. The data-keeping system employed is also illustrated.

This manual was initially conceived with the segregated classroom in mind. However, with little modification the approach can be adapted to the

student integrated into a regular class. The same strategies apply but program preparation is simpler because the concern is with only one or two students. Assuming there is a program aid for these individuals, that person would be able to design a program, using this manual, with very little input required from the classroom teacher.

Other potential applications are residential and institutional settings. Again, the same basic approach can be used: identifying activities and making them the basis for teaching set objectives. This can make program writing simpler and more functional than is now often the case.

Acknowledgements

This manual results from the encouragement of a number of consultants in various specialties dealing with the Dependent Handicapped Program in the Edmonton Public School system. Through them I have been exposed to many new ideas and was encouraged to try a variety of new methods. Thus, my classroom evolved over the years from a somewhat haphazard system of teaching isolated skills in isolated settings to the very structured and precise Teaching Research method. At the same time educational thinking was changing, under the leadership of Lou Brown and others. This thinking insists that education should be more functional and that natural environments must be used for teaching.

Meanwhile others, including Sue Townsend and Paul Carreiro, were researching the value of the routine as the basis for teaching all skills. At the same time Diane Hinves was exploring practical applications of this material. After much discussion with Sue and Diane, I decided to change my class to a totally routine-based program. After considerable agonizing, trial and error, a viable system was developed, a system that is simple to implement and provides for an enjoyable learning environment for the student. After seeing the system in practice, a number of people encouraged me to document the process and this manual was conceived.

I am grateful to Sue Townsend and Paul Carreiro for raising my awareness of the benefits of routine based teaching, and especially for their direct contribution to this manual by writing the introductory chapter, "Routines: Understanding Their Power". Thanks also to Diane Hinves for providing suggestions and ideas regarding implementation of a routine based program in my class. Without her input it is not likely that I would have begun.

Bonnie Fyfe's enthusiasm about the possibility of writing up my approach provided a major impetus for doing it. My classroom staff deserve special recognition because throughout the formative stages of the concepts they put up with and accepted new ways of doing things. They also provided valuable feedback and support that made implementation much easier. Of course, without my students nothing at all would have happened.

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A special thanks to Dr. Dick Sobsey, who critically reviewed the manuscript and provided many insightful comments and helpful hints that have contributed significantly to the quality of this document. I also want to recognize the contribution of my colleagues, friends and family who provided the continued encouragement that at times was very necessary.

Finally, my husband Nick provided encouragement from the outset and throughout the time that this document was taking shape. I suspect that his enthusiasm, which never flagged, was not totally unaffected by the opportunity that the project afforded for working on our new computer. He spent countless hours designing and formatting the document and has undertaken the primary responsibility for publication. However, without his faith in my ability and his knowledge of procedure, this project would have remained in the idea state.

Dini Frans
December 10, 1987

Contents

Introduction iii
Acknowledgements v
Contents vii

Part 1 **The Routine Model**

1 Routines: Understanding Their Power
Introduction 1
Routines Defined 1
Why Routines Work 2
Natural teaching practise 2
Routines facilitate attending 2
Routines facilitate natural cues 3
Routines as a foundation of memory 3
Routines as tools for concept building 3
Routines can ensure functional competency 4
Routines ensure basic learning competency 4
Conclusion 5

2 Implementing the Routine Model
Introduction 6
The Routine Model 6
Elements of an Effective Routine Based Classroom 7
Creating the Routine Model 7
1 Choosing activities 7
2 Setting up a schedule 8
3 Grouping students 8
4 Scheduling the groups 9
5 Writing routines 10
6 Assessment and objective selection 10
7 Integrating objectives into routines 10
8 Choosing the teaching method for the objectives 11
9 Keeping data 12
Individualized Program Preparation - Some Hints 14
References 16

3 Using The Manual
Introduction 17
General Layout 17
Curriculum Objectives 18
Routine Matrices 18
Teaching Sequences 19
Preparing the Individualized Program 21
Routine Selection 21
Assessment 21
Integration of Objectives 22
Example of Individualizing Arrival Routine 22
References 24

Part 2 **Tools for Implementation**

4 Curriculum Objectives
Introduction 27
A Receptive Language 28

B Expressive Language....29
C Cognition....30
D Fine Motor....32
E Gross Motor....32
F Eating....33
G Dressing....34
H Grooming....35

5 Routine Matrices

Introduction....36
1 Arrival....37
2 Attendance....38
3 Cake Baking....39
4 Departure....40
5 Dish Washing....41
6 Eating....42
7 Getting Laundry....43
8 Grooming....44
9 Juice Preparation....45
10 Juice Time....46
11 Leisure....47
12 Lunch Preparation....48
13 Mail Delivery....49
14 Mailing Letters and Shopping....50
15 Preparing Grooming Baskets....51
16 Pudding Making....52
17 Salad Preparation....53
18 Soup Preparation....54
19 Toileting....55

6 Teaching Sequences

Introduction....56
A Receptive Language....57
B Expressive Language....61
C Cognition....66
D Fine Motor....74
E Gross Motor....76
F Eating....80
G Dressing....82
H Grooming....85

7 Curriculum Checklist

Introduction....88
A Receptive Language....89
B Expressive Language....90
C Cognition....93
D Fine Motor....96
E Gross Motor....97
F Eating....98
G Dressing....99
H Grooming....101

8 Example of an Individualized Learning Program

Introduction....102

Index....117

Order Forms....119

Part 1

The Routine Model

Chapter 1

Routines: Understanding Their Power

P. Carreiro and S. Townsend*

Introduction

It is intuitively obvious to anyone who has spent time in any educational setting that routines, good and bad, are an intrinsic part of the teaching process. Recently, educators of learners with severe handicaps have been trying to deal more explicitly with how to use routines more effectively in the classroom (Brown, Evans, Weed, & Owen, 1987; Donnelan & Neel, 1986; Sailor & Guess, 1983). This manual is another welcome part of that process.

From our point of view this group of educators is to be commended for their efforts. Educators, in general, should be aware of this emerging technology since information from other cognitive sciences suggests that routines and the process of routinization are fundamental and necessary human activities associated with learning. What follows is our summary and integration of the ideas and concepts that account for the success of routine based programming.

Routines Defined

The term "routines" refers to action and event based sequences that occur repetitively and consistently. The most significant criterion of a routine is the combination of predictability associated with chains of related events and actions on objects. Routines, therefore, refer to a broad concept that includes activities for daily living, classroom organization practices and schedules,

* Paul Carreiro and Sue Townsend are communicative disorder consultants with Student Services, Edmonton Public Schools.

practices and schedules, and incidental teaching strategies. Because of their scope, they are a rich resource for teachers seeking to increase their programming options in the classroom.

Why Routines Work

Natural teaching practice

All educational settings have a necessary, underlying organizational structure. This structure expresses itself in predictable events that occur in a predictable order day by day. The more competent the learner the faster the underlying routines are mastered and the faster the student can turn his or her attention and effort to the learning tasks the teacher wishes to present.

In classrooms where the learners may be encountering difficulty learning these basic routines, teachers can have a greater problem. In this situation teachers may feel that they don't have enough quality teaching time; they are having to spend too much time moving the students through the day. And yet, our years of consulting experience tell us that teachers may have their most profound effect on learners by helping them internalize the structures and events of the day.

Unfortunately, teachers rarely consciously plan for how they will achieve this. Yet they appear to be aware that mastery of the underlying structure of the classroom is directly related to the success of their learners and to their own satisfaction with the teaching situation. Routine based programming takes this implicit understanding and objectifies it, making it measurable and systematically achievable.

Routines facilitate attending

From the work of researchers in the field of information processing (Kahneman 1973; Norman & Bobrow, 1975) we know that routines facilitate easy, efficient use of attentional and physical resources. Repeated practice (routinization) of activity facilitates the use of less attentional/physical resources to do that activity. With practice, activity becomes more automatic and requires less conscious effort. Therefore the attentional resources and effort can be applied to other, more complex, learning.

In a classroom both teachers and learners benefit from such a saving of resources. Teachers can begin to focus on the content of a lesson as learners begin to have mastery of the process of learning.

A second and important benefit of routinized activities is that the attentional patterns associated with routines are often calming and regulating. In a complex social group such as a classroom, calm is a highly valued commodity!

Routines facilitate natural cues

As some educators of learners with special needs are pointing out (Carreiro, Frans, Hinves & Townsend, 1987; Donnelan & Neel, 1986), daily routines are effective because the cues to initiate behavior can be embedded in the activity itself. For example, the cue for putting coats away becomes a locker or coat hook. The cue for paying for something becomes a store counter and cash register. *In a natural routine one step acts as a cue for the next step.* Objects stand as excellent cues for functional action.

It should also be noted that this type of cueing is non-linguistic and therefore does not always need a person (teacher) to be maintained. Therefore, routinization provides a significant degree of independence for these learners.

It cannot be stressed enough that this type of cueing (embedded physical cues) is fair to learners. It is not too complex and it carries a high likelihood of both generalization and independence.

Finally routines develop in a learner the expectation not only of action starting, but also of action ending. Routines themselves become cues for maintenance of attention for the duration of the routine and for task completion (i.e. following the whole routine through to its natural end).

Routines as a foundation of memory

Another interesting perspective on routines emerges upon examination of the recent work of Tulving (1985) on memory. Without going into Tulving's model in depth, it should be noted that the development of sophisticated memory is dependent on a core memory system; that is, procedural memory. Procedural memory is the ability to retain a simple everyday "low attentional" understanding of how things work. From our perspective we note that a routine can develop concepts of how things work. It is fair to say that, without routines, mastery at this level of memory would be poorly developed and would affect the entire memory system. In our clinical experience, learners with poorly developed routine understanding, even in the presence of other very competent learning abilities, are learners that teachers report are having difficulty organizing and remembering information efficiently.

Routines as tools for concept building

Routines are basic building blocks of concepts. Piaget, for example, emphasized the importance of having internalized an activity so that a learner knows when a change occurs that needs to be attended to and learned. The Piagetian concepts of assimilation and accommodation are responses to prior learned routines.

We have further found that, in developing notions of time and space, a learner must have a sense of routine to provide the foundations for the learning of sequence, position and organizational concepts. Routines also provide learners with awareness as to why these concepts are important. Individuals learn concepts most effectively when what is to be learned has a personal impact on themselves. Routines create the foundation whereby impact can be recognized and attended to. So, for example, colour becomes salient to a learner through experiences such as cooking "chocolate things" or by choosing fruit on the basis of colour. Again, a learner needs to have the underlying routine to achieve this selective focus as, for example, in cooking and eating.

Routines can ensure functional competency

Routines based on natural and common human activities (washing, shopping, cooking etc.) provide two powerful program options to teachers. First, teachers can incorporate a number of goals for a number of learners into each routine. The routine will meet the need for always ensuring that a context is provided on a repeated basis for any social, cognitive or academic goal. Individual goals in individualized skill areas can be developed for each learner. The teacher retains the power to affect the individual learning ability and overall development of each student.

Beyond this, however, routines can provide a teacher with a sense of developing competency across a whole, functional task. Mastery of the skill sequences themselves greatly enhances the student's long term ability to be successful in the community. Both program options (and they are not mutually exclusive) provide teachers with inherent strategies of generalization as well. Routines develop skills in the contexts where they are needed.

Routines ensure basic learning competency

Routine programming is sufficiently flexible to meet a large variety of teacher and student needs. For those learners considered the most difficult to teach (those having difficulties in being able to attend to a range of environmental stimulation and who have learned to interact with the world in violent and self-abusive ways), routines provide a means whereby teachers can identify small units of competency and build on them. Preferred objects and events that are calming or interesting to the learner can be expanded systematically within the context of routines to increase the overall competency of the learner. Routines can be completely specialized to meet the object and action needs of each learner. We have found it occasionally appropriate to develop a specialized routine, one not obviously functional, to establish basic organization and predictability for students unable to achieve this any other way.

Both specialized and functional routines can be used to teach learners other basic learning competencies as well. Learners at any level of development need to be flexible and to be able to solve problems. We can do this via routines by altering the form (objects used, place the routine is executed) or the purpose of the routine. We can also deliberately sabotage routines to create opportunities for learners to recognize what is wrong and search for solutions or help.

Conclusion

Routines are a powerful and complex strategy available to teachers. They provide a means whereby teachers can achieve the many goals set for themselves and their students. These include the establishment of a classroom setting that optimizes the amount of teaching time available to it; the development of theoretically and practically sound teaching practices; the enhancement of individual learning competency and the development of long term skill competencies to facilitate student independence and community integration.

As we noted at the start, all classrooms and educational settings have routines. What we have attempted to emphasize in this paper is the need for teachers to become more aware of the different practical and theoretical underpinnings of routines. While this concept is being developed for teachers of learners with severe handicaps, the concepts and material can, and we maintain the concepts should, be extended to all learners.

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Chapter 2

Implementing the Routine Model

Introduction

Chapter 1 discussed routines and their value in the learning process. This chapter introduces a practical application of the theories. There is a short overview of the routine model, a review of the elements present in an effective classroom, and the steps necessary to achieve an effective classroom when using the routine model. Finally, some practical methods of preparing the individual programs are discussed. Chapter 3 explains how this manual can be used in the implementation of the model.

The Routine Model

The routine model is a method of teaching curriculum skills within the context of routines. A routine is any activity that consists of a series of predictable steps. Functional routines are preferred as they have meaning for the student and serve some useful purpose. An example of a functional routine would be the student's arrival at school with its related activities.[1]

When using the routine model, curriculum objectives are taught within the context of the routine.[2] Objectives may be determined by using conventional means or may be identified as part of current and future environmental activities. These objectives are inserted into the routine sequence in appropriate places. In this way the skills required to carry out the routine are learned, along with the curriculum objective placed within it. For example, the "grasping" objective can be taught during an arrival routine where the student is to place his lunch box in a given spot. In this same routine naming or identifying body parts can also be practiced while the student is removing outer clothing.

To successfully implement this model it is important that the characteristics of an effective classroom for the mentally disabled continue to be maintained.

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[1]For a detailed discussion of this concept see (Brown, Branston, Hanre-Nietupski, Pumpian, Certo & Gruenewald; 1979, 81-90).

[2]Others promoting this type of approach include (Guess, Jones & Lyon; 1981).

Elements of an Effective Routine Based Classroom

Whatever style of teaching the special needs student is adopted, the classroom environment must display certain properties conducive to learning and teaching. These include the structure of the class as well as the content of the material taught. There must be a structure that allows for maximum productive time for the student as well as the most efficient use of staff time. The content must be appropriate to the age and mental functioning of the student, as well as being meaningful to the student. Also, it must be taught in appropriate places and at appropriate times (Brown, et. al., 1979).

Furthermore, to ensure optimal learning, suitable teaching strategies must be employed. Finally, there must be a system of accurate data keeping to make certain that the set objectives are actually being taught and to enable the measurement of student progress (Snell, 1978, 20-73). With these basic principles in mind, we next focus on the steps to creating the model.

Creating the Routine Model

1 Choosing activities

With the routine based model, the first step is to decide what activities to use. Begin by looking at the obvious ones, such as coming in in the morning, going to the bathroom, eating, and leaving for home. Then look at those that would be beneficial to mental and physical health such as morning exercises, grooming, and gross motor and recreational activities. Next look at things that adults usually do for the students, such as doing laundry, preparing lunches, and sweeping up after lunch. Look around and see what other jobs can be done by the student as vocational activities. This might include food preparation or delivering mail.

Routines need not be limited to those mentioned, but can also include activities that take place in the community, at home or in vocational settings. Any activity that is valuable to participate in is also a good basis for learning curriculum objectives. Examples of types of activities in these out-of-class settings are shopping, eating in restaurants, participating in recreational activities and cleaning house. The number and nature are limited only by the imagination of the instructor and the constraints of time, staff and transportation[3].

---

[3]Valuable discussion on the subject of location and types of activities is provided by Lou Brown and colleagues (Brown, Sweet, Shiraga, York, Zanella, Rogan & Lomis; 1984). The philosophy underlying all of Brown's work is that the handicapped person should be able to function to his or her highest potential in the community. Further ideas for community-based activities can be found in (Falvey, 1986).

2 Setting up a schedule

Set up a basic schedule using the activities you identify. Selecting appropriate places and appropriate times, fill the complete school day as in the following example.

Time	Group 1	Group 2	Group 3
9:30	arrival, bathroom and leisure	same	same
10:00	morning exercises	same	same
10:15	snack	same	same
10:30	deliver mail from office to classrooms	shopping	folding laundry
11:00	cook item for lunch	still shopping	preparing grooming baskets
11:30	bathroom and organized leisure	same	same
12:00	lunch	same	same
12:45	bathroom, grooming and story or poetry reading	same	same
1:30	physical education and/or physical therapy	same	same
2:15	departure activities	same	same

Figure 2.1 *Example of a basic schedule used in a class of severely multi-handicapped students divided into three different groups.* Where groups are doing the same things, the staff must cooperate to make the schedule work efficiently.

When using the routine model for teaching all curriculum skills, the actual activity will normally take somewhat longer. For example, when the naming of body parts is an objective that is done when outer wear is removed during the arrival routine, more time will be required. As a result the daily schedule is quite relaxed but a great many skills are taught in a way that is not stressful to the student.

3 Grouping students

With a basic schedule in place, the students should be grouped in such a way that they will be able to work together effectively. When using the model, some routines are best carried out on an individual basis, in which case provision must be made for the rest of the students. An example might be "grooming". While one staff member is busy with individual students doing the grooming routine, another can be supervising a larger group routine. This could be free play, story reading or any other activity suitable for the larger group. However, most routine activities can be done in small groups.

The number and size of groups are directly related to the number of students in the class and available staff. This will be the first consideration. The next is the nature and makeup of each group. This can make a major difference in the success of the activity. It is suggested that groups be made

up of students with mixed abilities. For instance, it is wise to have an ambulatory student with a student in a wheelchair. This gives the ambulatory student the opportunity to help push the wheelchair and thus learn another skill. It results in a more cooperative effort in carrying out the routine than where the students are equally able.

In routines such as lunch preparation, the able-bodied student may in fact learn to do the whole routine while the physically disabled student may be unable to do any of it. However, the physically disabled student will be able to get involved on another level for which objectives can be set. Examples are: anticipating what comes next; eye pointing in response to requests to identify objects; and, sensory stimulation such as smelling, tasting and touching. Although participation with assistance is desirable for the disabled student, the able-bodied student may be expected to carry out most of the routine. Where both students are able to do the routine, they can take turns or each do part, depending on whether or not there is a repetitious element. This approach works with up to three students in a group, but care must be taken that each student is participating in some way at least once every two minutes

Besides ability, student needs must be taken into account. Students who require individualized attention to attend and participate in activities should be in as small a group as possible so that more intensive staff time will be available. Also, behaviour must be considered so that two students with severe behaviour problems are not placed together.

4 Scheduling the groups

Once a basic schedule has been developed and the groups have been determined, it is necessary to fit the groups into the schedule. Activities such as arriving, participating in morning exercises, having lunch and going home will be done simultaneously by all groups. However, not all groups can cook and make lunches at the same time, and since it is important to keep the activities appropriate to time and place, it becomes evident that only one group can do this activity per day. A solution is to have different activities for each group at this time of day.

This can be the time to have a group pick up laundry and sort it for the grooming baskets or it can be the time to shop or deliver mail. In short, several simultaneous activities must be scheduled at various times of the day. The number, of course, will depend on the number of groups in the class. If there are no more than three groups, each can do all of the activities scheduled over a period of three days. However, if there are more, it is wise to limit the rotation to two or three days, having each group do only some of the activities. If there is too much time between opportunities to practice, the repetitive value of routine programming is lost.

5 Writing routines

When activities are identified and the groups organized, the class can start. But in order to make them structured and easy to learn, the activities must be written into consistent routines as soon as possible. These will become the vehicles for teaching the objectives that will be chosen for each student. To write a routine, list all the elements of the activity in the order that they will be performed. The amount of detail will depend on what the expectations are for the individual student. If the objective is for the student to carry out the whole routine, components should be written in great detail so that every element is present. However, if only part of the routine is to be the objective, then it becomes simpler to have detailed steps for that part only. This individualization will be done when assessments are completed and objectives are chosen.

6 Assessment and objective selection

The objectives that will become part of the Individual Education Plan (I.E.P.) can now be determined. It is important to choose objectives appropriate to the student's developmental level. An efficient method of choosing objectives is to use an assessment instrument. A convenient assessment tool to use is one based on a developmental and functional curriculum. A curriculum-based assessment will be broken into a number of areas such as communication, cognition, motor skills, and self help skills.[4] By observation and testing, appropriate objectives can be chosen from each of these areas.[5] In addition, it is important that specialists in the various fields of handicapping conditions be consulted to assist in setting goals for the special needs of each student.

7 Integrating objectives into routines

With the routines written and objectives chosen for each student, the next step is to integrate the objectives into the routines. The routines should be carefully scrutinized to determine which of the objectives can most appropriately be inserted. In this way each objective may be placed in several routines, giving ample opportunity for practice and enhancing generalization. For example, if a suitable objective for a student is to name objects, he can do this by naming items of outer clothing in the arrival routine, naming foods in the lunch preparation routine and naming the items used in the grooming routine. Figure 2.2 is an example of an arrival routine with three objectives inserted.

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[4]One such curriculum is provided in Chapter 4. Chapter 7 is the same curriculum in the form of an assessment instrument.

[5]Consultation with parents or guardians should of course always be part of the objective setting process.

Arrival
The student will enter the class, place lunch in the appropriate place, remove outer wear and engage in a leisure activity.

Walk to classroom
Put lunch on trolly
Name objects
Take off hat
Take off coat
Take off boots
Point to clothing shown in large pictures
Hang up coat
Hang up hat
Put boots on shelf
Put on shoes
Go to leisure area and get toy or book
Play appropriately with some toys
Carry out leisure activity
Go to desk

Figure 2.2 *Example of arrival routine with three objectives inserted.*

8 Choosing the teaching method for the objectives

The objectives have now all been placed in the routines, resulting in individualized routines for each student. Now an appropriate method of teaching that objective must be decided upon. One possible approach is to use prompt levels. These range from the most powerful of full physical assistance through partial physical assistance to a verbal prompt and/or model. The final step will be independence. Task analysis, which breaks the task into its component parts, can also be used.[6] However, other methods specific to an objective can sometimes be more appropriate. The objective will determine the type of teaching approach to take. For example, imitating simple body actions would likely be taught using prompt levels whereas drinking from a cup would probably be best taught using task analysis.

The teaching steps for each objective can be placed under the objective in the routine so that the routine steps, the objective and the teaching sequence for the objective are all conveniently together. An arrival routine with three objectives and their teaching sequences follows in Figure 2.3.

[6]Task-analyzed activities can be taught in several formats. Forward chaining is the most obvious approach, beginning the teaching process from the first step and moving through the steps in sequence. Backward chaining, where the teaching process begins with the last step of the task, is often very effective. This is particularly true where the student can participate with assistance in all the task steps prior to the one that is the immediate objective (Snell, 1978, 82-84).

Arrival
The student will enter the class, place lunch in the appropriate place, remove outer wear and engage in a leisure activity.

Walk to class room
Put lunch on trolly
Name objects
1 by imitating word
2 given first sound
3 independently
Take off hat
Take off coat
Take off boots
Point to item of clothing shown in large pictures
1 with no distracter picture present
2 with 1 distracter picture present
3 with 2 distracter pictures present
Hang up coat
Hang up hat
Put boots on shelf
Put on shoes
Go to leisure area and get toy or book
Play appropriately with some toys
1 given full physical assistance with a toy
2 given partial physical assistance with a toy
3 given model
4 independently with a toy
(Repeat with other toys.)

Figure 2.3 *Arrival routine with three objectives and their teaching sequences.*

9 Keeping data

Everything is now ready to use, and data keeping becomes the next issue. With the routines written up, objectives and teaching sequences inserted, keeping data becomes simple. Beside the teaching sequences make a grid that will permit successes and failures to be charted over time.

Before beginning, determine at what step the student is presently functioning. If the student demonstrates no ability in the objective selected, highlight or underline the first step of the sequence to indicate that this is where data taking begins. Decide on criteria for moving ahead to the next step, such as two or three consecutive corrects. Using the method outlined, data can be taken each time the routine is done. This is strongly recommended, as it ensures that the objectives are carried out at the appropriate step, thus making the learning process more effective. Figure 2.4 is an individualized arrival routine prepared as a data sheet.[7]

[7]For in-depth instruction on methods for baselining, keeping data, criteria for success, etc. see (Fredericks, Baldwin, Moore, Piazza Templeman, Grove, Moore, Gage, Blair, Alrick, Wadlow, Fruin, Bunse, Makohon, Samples, Moses, Rogers, & Toews; 1979). Some of the same strategies can be applied to the approach in this manual.

Arrival

	Date											
The student will enter the class, put lunch in the appropriate place, remove outer wear and engage in a leisure activity.												

Walk to the class room
Put lunch on trolly

Name objects												
1 by imitating word												
2 given first sound												
3 independently												

Take off hat
Take off coat
Take off boots

Point to item of clothing shown in large pictures												
1 with no distracter pictures present												
2 with 1 distracter picture present												
3 with 2 distracter pictures present												

Hang up coat
Hang up hat
Put boots on shelf
Put on shoes
Go to leisure area and get toy or book

Play appropriately with some toys												
1 given full physical assistance with a toy												
2 given partial physical assistance with a toy												
3 given model												
4 independently with a toy												
(Repeat with other toys.)												

Carry out leisure activity

Figure 2.4 *Example of an individualized arrival routine prepared as a data sheet.*

The teacher may wish to set the carrying out of the total routine, consistently and independently, as the objective. To do this, data should be taken for each step. A baseline, giving an indication of the student's abilities can be

done with the basic routine. When the student's needs are identified, the routine should be expanded to provide for smaller, easier steps in those areas where the student is weakest.

Arrival

The student will enter the class, put lunch in the appropriate place, remove outer wear and engage in a leisure activity.	Date											
Walk to the class room												
Put lunch on trolly												
Take off hat												
Take off coat												
Take off boots												
Hang up coat												
Hang up hat												
Put boots on shelf												
Put on shoes												
Go to leisure area and get toy or book												
Carry out leisure activity												

Figure 2.5 *Example of a "total routine" objective prepared as a data sheet.*

The class is now set up with objectives for each student to be carried out during functional and appropriate activities, and a system for taking data is in place. The student should be on the way to making real progress that will be measured accurately and consistently.

Individualized Program Preparation - Some Hints

It may have occurred to the reader that preparing an individualized routine for each student is a great deal of work. This is where the teacher's creativity is likely to be challenged! There are a number of ways that it can be done manually. One way might be to prepare the basic routine on cue cards held together by a ring with the objectives for each student inserted between the appropriate cards. Another approach is to photocopy the same basic routine for each student, attaching cards containing the objectives and

teaching sequences. After some experimentation the teacher will discover the method that works the best.

The approach that has worked well for me involves the use of a personal computer. I have used the Apple IIe computer with the Apple Writer software package and an IBM XT with the Word Perfect package. Both simplified the preparation of routines dramatically. For the preparation of this manuscript an Apple Macintosh computer and the Microsoft Word Version 3.01 word processing package was used. This combination we have found to be superbly suited for the task.

I first typed each routine and saved it with its own file name. Then each objective with its teaching sequences was also individually saved under its own file name. The individualized routine was then produced by recalling the routine and inserting in selected locations the desired objectives with matching teaching sequences. While the detailed procedure will vary from one computer and software package to another, once facility is gained in the use of the computer, any other way of preparing routines will not have much appeal.[8]

(**References** on next page.)

[8]We will be offering the preparation of custom individualized routines for those teachers who prefer these and may not have access to the necessary computer facilities. For those with access to a Macintosh computer, we will be able to provide a disk with the routines and teaching sequences that will greatly facilitate the preparation of individual learning programs. Details and order forms can be found at the back of this manual starting on page 119.

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Chapter 3

Using The Manual

Introduction

The first chapter discusses the general concepts of-routine based instruction and the second provides guidelines for the practical application of this type of instruction in a classroom. This chapter explains how to use the manual in implementing a routine-based teaching program. Using the manual offers several important advantages. Much labour can be saved by making use of the curriculum, the routine matrices and the teaching sequences as given, when the routines are appropriate. Also, a much-needed structure is provided that greatly simplifies the application of the model.

General Layout

Part 2 of the manual consists of five chapters. Each plays a key role in developing the individualized routines. Chapter 4 is a curriculum, comprised of eight different learning areas important for the education of the mentally disabled student. Chapter 5 consists of a number of routines with matrices which can be used in classroom or other settings, and can be adapted to specific situations. These routines cover a variety of functional activities from natural self-help to vocational. In Chapter 6 a comprehensive list of teaching sequences is provided. Teaching sequences are steps for the instruction of each of the curriculum objectives. Inserting the teaching sequences into the routines results in an easily prepared and distinctive learning program for each student.

Chapter 7 is an assessment form consisting of the curriculum objectives in a checklist format. The checklist assists in the choosing of appropriate objectives for each student and facilitates the keeping of records of each student's progress. Chapter 8 is an example of a program containing ten individualized routines. There is also a matrix that indicates how often and in what routines objectives are taught.

Curriculum Objectives

The Curriculum Objectives chapter is divided into eight major areas, each of which is given a letter as well as a descriptive name for easy identification in later sections. The eight areas are: A-Receptive Language, B-Expressive Language, C-Cognition, D-Fine Motor, E-Gross Motor, F-Eating, G-Dressing, and H-Grooming.

Each major curriculum area is divided into smaller segments, denoted by Roman numerals. Each segment groups objectives that reflect roughly the same mental age. For instance, the material under Roman numeral I in each major area generally reflects skills achieved by a child in the first year of life. The objectives are basically in a developmentally sequential order. But since the mentally handicapped student, whose chronological age may be much older, does not necessarily develop in the sequence of a non-handicapped child, they need not be followed in that order. It is appropriate to alter the order in which objectives are selected as long as they are at more or less the same general level within the major area. That is, in Receptive Language, if the student is functioning at a segment I level, then any objective ranging from "A1 Responding to social interaction" to "A4 Anticipating gross steps in daily routine" might be appropriate for the student.

The objectives for each major area were chosen with the intent that they be functional and that they cover most of the developmental stages. Some objectives are included because they indicate a developmental stage, but are difficult to teach formally. These, such as "B13 Begin to use adult intonation in babbling", are not given instructional steps in the teaching sequences section. They do, however, have suggestions for taking data of occurrences. Major inspiration for the curriculum content was drawn from (Alberta Education, 1983; Manolson, 1984; Tawney, 1979; Teaching Research Infant and Child Center Staff, 1980; Makohon; & Fredericks, 1985)

Routine Matrices

The chapter containing the Routine Matrices consists of nineteen routines, each containing a series of key steps. Each routine has a number of columns beside it representing the curriculum areas. The numbers in each column represent objective numbers from that curriculum area. These objectives are appropriately taught within the part of the routine located on the same row. For example, in the "arrival" routine, a student can be taught to "briefly grasp an object placed in hand" (C3) while putting lunch on the trolly (or table etc.). The objectives suggested in the columns range from mental ages of well below a year to approximately seven years, covering a great range of abilities. It is possible that several suitable objectives are identified in each

routine, but to keep them manageable the student should probably not have have more than two or three objectives per routine.

The nature of the routines ranges from basic self-help to more complex routines. They include food preparation and other functional activities. One purpose of the routine is to teach the student to carry out the task especially if the child is physically and mentally able do so. Another is to use the routine to learn objectives that may be incidental to it, or which are inserted where this can be done naturally. Thus, preparing the lunches is a job that can be learned in its totality by the more able student. On the other hand, a student with severe physical disabilities would use this routine to assist where possible, or to anticipate what happens next, to show where things go, or simply to smell and taste.

Routines should be chosen according to the activities that already take place in the day. Self-help activities such as dressing and removing outer wear, going to the bathroom, and eating are the most natural activities to use. These activities then become tools for important learning rather than being considered a waste of time. Others can be chosen according to the philosophy of the classroom. This may be to look at all the jobs that are being done for the students and involve them in doing these jobs; it may be to create functional activities useful in various settings; or it may consist of exercises that are simply fun.

Teaching Sequences

To make learning possible for the handicapped student, it is essential that the task be reduced to manageable portions or sequences. A common approach is to use task analysis, which breaks the task into its component parts. A task can also be reduced to manageable portions when there is an element of time duration or distance in the objective. Here the steps start with short time periods or distances that are gradually increased. In all cases each step builds on the previously acquired skill.

For instance in the goal, "A3 Attend to own name", the teaching sequence uses a criterion based on distance from the student. At a very close range the student is likely to attend to his or her name. When this is reinforced the student should repeat the response when requested to attend to the name again. When the student becomes consistent in giving the desired response it is appropriate to try the next level. In this sequence the expectation of the next level is that the student will attend to his or her name when spoken from three feet away.

After giving an incorrect response, the student should be allowed to perform at the previous level where he or she was consistently successful, or can be assisted in giving the right response. The reinforcement in this case

should not be as strong as for an original correct response so that incentive for development is retained.

	Date											
	9/5	9/6	9/7	9/8	9/9							
A3 Attend to own name												
1 immediately in front of student's face	√	√	√									
2 from 3 feet away				0	√							
3 from 6 feet away												
4 from 10 feet away												

Figure 3.1 Example of part of a typical data sheet with data.

Figure 3.1 is part of a typical data sheet. It indicates that on September 5, 6, and 7 the student responded correctly. On September 8 the student was addressed at Step 2 but did not attend to his name. The name was repeated at the Step 1 level and praise would be given for attending. On September 9 the student responded from 3 feet away. Reinforcement in the form of enthusiastic praise and possibly physical contact would be appropriate here. Remember that reinforcement procedures will vary with the student's preferences.

To ensure that the approach is consistent it is important that criteria for success at each level are defined. In the above example the criterion for advancement was three successive correct responses. The same method of data-taking and reinforcement is used for all the teaching sequences.

The use of prompt levels is a common approach to instruction and is used in many of the sequences outlined in this manual. The precise application again varies with the type of objective. The basic idea is to start with giving full physical assistance, then reducing the amount of help so that eventually independence is achieved.

Breaking up the task by various duration requirements is another approach to instruction. "A6 Attend to person or object for longer period of time" first uses a time segment of 30 seconds and eventually moves up to 5 minutes.

Some sequences use distracters. An example is "C24 Identify colours". In Step 1 the object is to identify a colour with no other colours present. Step 2 has two colours where one is the colour to be identified and one is a distracter colour. Step 3 has three colours where one colour is to be

identified and the other two are distracter colours. When distracter items are involved, they should be similar to the correct one so that the selected item is chosen for the quality expected, rather than for secondary characteristics. For example, if the student is expected to identify a red tumbler, the distracters should be similar tumblers of different colours.

The use of task analysis is a popular approach to teaching a complex skill. An example of task analysis using a forward chain is "E22 Assist in transfers". Step 1, "Move forward in chair", is the first thing the student needs to do to carry out the action. Steps 2 to 5 are the remaining parts of the action in sequence. Each step builds on the previous one, and by the end the student will have mastered the complete skill.

Backward chains are also used, as in "F23 Cut with knife". Here the student is helped with the whole action as described and is then expected to do the last step independently. When this is successfully accomplished the last two steps are undertaken, then the last three steps, etc. In Step 1 the student eats the cut food, in the next puts the knife down and then eats the food. The third step requires cutting the food with a sawing motion, putting the knife down and eating the cut food. The steps are all practiced before the student is expected to be able to perform them, making it easier when the step becomes the target. Again, when all steps have been accomplished, the student has mastery of the complete skill.

This discussion is intended to provide the reader with some basic essentials necessary for the successful application of teaching sequences in the routine-based model. When the concepts are clearly understood, the skills can be taught in a structured way and accurate data can be taken.

Preparing the Individualized Program

Routine Selection

The first step is to prepare a list of activities for the daily schedule as discussed in the previous chapter. With the list determined, appropriate routines can be selected from those provided.[1]

Assessment

Using the Curriculum Checklist provided in Part 2, appropriate objectives can be chosen for the student. For each curriculum area, observe the student to determine in which segment the student seems to be functioning. This will vary from one curriculum area to another. The student may be functioning in Segment I in Expressive Language, and in Segment III in Receptive Language and Gross Motor. Once the segment is determined

[1]To make maximum use of this manual it is wise to select activities that correspond to the routines provided.

III in Receptive Language and Gross Motor. Once the segment is determined through general observation, specific objectives should be tested so that decisions regarding appropriate objectives for the student can be made.

Integra[illegible]jectives

Once [illegible]ctives are set they can be inserted in the appropriate location in the selected routines. As each objective has a unique reference number, it can be easily matched to corresponding numbers in the Routine Matrices chapter. Generally, the selected objectives will be found in at least three of the chosen routines.[2] If not, the creative teacher will be able to find other appropriate locations. The objectives with matching teaching sequences can now be inserted into the routines. Using the format illustrated in Figure 3.3, the resulting document will also serve as a data sheet for recording the student's progress.

Example of Individualizing Arrival Routine

The student chosen for this example is a 12-year-old boy who is physically able. Through observation his general level of functioning within each curriculum area was determined. Then, through specific testing, one objective was chosen from each segment. Figure 3.2 gives the findings.

Curriculum Area	Segment		Objectives
A Receptive Language	III	11	Point to some body parts
B Expressive Language	II	6	Make choices
C Cognition	III	15	Play appropriately with some toys
D Fine Motor	II	6	Place in/on
E Gross Motor	III	15	Push heavy things
F Eating	III	13	Use napkin
G Dressing	III	6	Put shoes on
H Grooming	II	4 &5	Wash and dry hands

Figure 3.2 *List of objectives chosen for the student in the example.*

By looking at the Arrival routine and seeing which of the above objectives would be appropriate, A11 and B6 were chosen. The teaching sequences for A11 and B6 were located and inserted into the routine in the places indicated. The resulting individualized arrival routine is reproduced in Figure 3.3 in full detail. Chapter 8 contains a set of ten different routines which made up a complete day's schedule for the student in the example.

[2]To keep track of the objectives in the different routines, the development of a matrix such as the one provided on page 102 in Chapter 8 is recommended.

Arrival

The student will enter the class, place lunch in the appropriate place, remove outer wear and engage in a leisure activity.

Date _____ (First Name)

Walk to the class room
Put lunch on trolly
Take off hat

A11 Point to some body parts (head)												
1 complete physical assistance												
2 partial physical assistance												
3 nudge												
4 independently												

Take off coat
Take off boots
Hang up coat
Put boots on shelf
Put on shoes
Go to leisure area and get toy or book

B6 Make choices Honour any choice made through looking at, pointing, etc.												
1 takes no notice of choice made												
2 with prompt, uses choice made												
3 independently uses choice made												
4 shows pleasure with choice made												

Carry out leisure activity
Go to desk

Figure 3.3 *An example of the Arrival routine component of the individualized learning program.*

(**References** on next page)

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Part 2

Tools for Implementation

Chapter 4

Curriculum Objectives

Introduction

The curriculum objectives chosen for this manual were selected on the basis that they indicate developmental stages, that they be developmentally sequential and that they be functional. Those objectives that are only indicative of a developmental level are not designed to be taught. It is suggested, however, that data be taken on them to give valuable information on the development of the student. The objectives require no specialized materials to teach, as all can be taught in the context of functional activities.

Most of the objectives can be taught in many different settings including leisure, vocational and community. Specific activities in those settings should be decided upon by means other than this curriculum. A more general approach to the student's needs that includes consultation with parents, guardians, specialists and non-handicapped age peers is recommended.

The numbers beside each curriculum objective correspond to the numbers of the routines in which the objective can be taught. Each routine matrix in Chapter 7 contains detailed recommendations for the placement of objectives within the routines.

A Receptive Language

I **Routine numbers**

A1 Respond to social interaction **2,3,5,7,8,9,10,11,12,13,14,16,17,18**
A2 Turn head to look up to sound of familiar voice **2,3,5,7,8,9,10,11,12,13,14,16,17,18**
A3 Attend to own name **2,3,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**
A4 Anticipate gross steps in daily routine **3,4,5,6,7,8,9,10,12,13,14,15,16,17,18,19**

II

A5 Demonstrate function of object **1,2,3,4,5,6,8,9,10,12,13,14,16,17,18,19**
A6 Attend to person or object for longer period of time **1,5,11**
A7 Anticipate results of specific actions **1,5,6,11,13,19**
A8 Follow simple commands **2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**
A9 Identify some common objects when named **1,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**

III

A10 Associate sounds with objects **12,18**
A11 Point to some body parts **1,2,4,5,8,10,13,14,17**
A12 Follow at least three different one-step commands**
A13 Identify familiar people **13**
A14 Identify common objects when described by function **3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**
A15 Identify pictures **1,3,4,5,6,7,8,9,10,13,14,15,16,17,18**
A16 Point to clothing shown in large pictures **4,7,14**
A17 Follow two step directions **1,2,3,4,5,6,7,8,9,10,11,13,14,15,16,17,18,19**
A18 Identify objects/activities from their sound without model **5**
A19 Participate in action songs etc.*
A20 Select object from larger group on request **1,3,6,7,8,9,10,11,14,15,16,17,18**
A21 Understand about 50 words**

IV

A22 Point to pictures of common objects described by function **3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18**
A23 Understand about 100 words**
A24 Understand simple questions **5,8,10,12,14,15,19**
A25 Attend to stories, t.v., puppets, etc.*
A26 Discriminate personal and possessive pronouns **1,2,3,4,6,8,10,12,13,15,16,18**
A27 Respond to "where" questions **1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**
A28 Understand prepositions "on", "under", "front", "behind", "beside" **1,2,3,4,6,7,8,10,12,13,14,15,16,17,18,19**
A29 Discriminate singular from plural **7,10,13,14,15,17**
A30 Discriminate same from different **2,3,7,10,12,15,16,17**

V

A31 Categorize **1,7,14,18**
A32 Identify polar opposites **1,2,4,5,8,10,11,12,15,18,19**
A33 Discriminate comparative from superlative adjectives **1,10,19**

VI

A34 Discriminate and/or **6,7,10,14,15,17**
A35 Discriminate first/last **1,2,3,6,7,8,9,10,11,13,14,15,16,17,18**

B Expressive Language

I **Routine numbers**

B1 Communicate needs by varying manner of crying or whining**
B2 Make vowel-like sounds to express pleasure and displeasure (other than crying) **13,14**
B3 Vocalize in response to sounds (not imitation) **1,2,3,5,6,7,8,9,10,11,12,13,14,15,16,17,18**

II

B4 Indicate objection **1,10,19**
B5 Indicate agreement **1,19**
B6 Make choices **1,6,9,11,12,14,17**
B7 Make sounds to accompany actions **13,14**
B8 Use a variety of vowel and consonant combinations**
B9 Imitate familiar sounds he has initiated**
B10 Imitate familiar sounds initiated by other **3,5,6,7,8,9,10,11,12,13,14,16,17,18**
B11 Use some basic gesture to get attention**
B12 Communicate needs using crying and eye gazing with some gestures **6**
B13 Begin to use adult intonation in babbling**
B14 Attempt to imitate new sounds **6,13,19**

III

B15 Use ten to twenty words**
B16 Answer "yes" or "no" to questions **1,3,4,5,6,7,8,9,11,12,13,16,17,18,19**
B17 Name objects **3,4,5,6,7,8,9,10,11,12,13,15,16,17,18,19**
B18 Imitate sentences of two to three words **3,5,6,7,8,10,12,14,16,17,18**
B19 Sometimes initiate two-word phrases **9,14**

IV

B20 Use fifty single words**
B21 Use some "what, where" questions **2,4,6,7,8,10,12,13,17,18,19**
B22 Use three-word phrases **1,5,6,14,19**

V

B23 Use pronouns **2,3,4,6,8,10,12,13,14,15,16,19**
B24 Use "what, "where", "who" questions **10,12,13**
B25 Use negatives **6,7,8,12,13,14**
B26 Use prepositions **1,2,3,4,5,6,7,8,10,11,12,13,16,17**
B27 Use four-word phrases **1,5,6**
B28 Use noun plurals **3,4,5,6,7,8,10,12,14,16,17**

VI

B29 Use "why", "when", "how" **6**
B30 Know function of body parts and objects **9,10,11,12,13,14,17,18,19**
B31 Know polar opposites **2,4,5,6,8,9,10,11,12,14,15,17,18,19**
B32 Know comparative and superlative adjectives **10,17**
B33 Describe actions using present tense **1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**

VII

B34 Describe action using past tense.....**2,3,4,5,6,7,8,10,11,12,13,14,15,16,17,18,19**
B35 Describe action using future tense.... **2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**
B36 Describe events of past, present, and future in a logical order **1,5,10,13,14**

Sequence for Expressive Language
Using Pictures or Symbols

B37 Use a personalized response mode (e.g. finger pointing or eye pointing) **6**
B38 Discriminate between two objects **1**
B39 Associate objects with function **1**
B40 Make choices **1**

Pictures

B41 Match objects to pictures **1**
B42 Discriminate between two pictures **1**
B43 Make choices using pictures **6**

Symbols

B44 Match symbol to picture **6**
B45 Discriminate between symbols **6**
B46 Make choices using symbols **1,6**
B47 Use symbols/pictures to express needs*
B48 Use symbols/pictures in daily routines **1**
B49 Use two-picture/symbol communication**
B50 Use three-picture/symbol communication**

C Cognition

I **Routine numbers**

C1 Show startle response to sudden changes (noise, light, movement) **18**
C2 Turn head towards a sound **1,2,3,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**
C3 Briefly grasp object placed in hand **1,2,3,4,5,6,7,8,9,10,11,13,14,15,16,17,18**
C4 React to some people, objects or events **1,13,14**
C5 Look at object placed in front **2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**
C6 Follow movement with eyes and hands **2,6,7,9,10,12,13,14,15,16,17,18**
C7 Grasp and holds **1,2,3,5,6,8,9,10,11,13,14,15,16,17,18,19**
C8 Continue an enjoyable activity **1,5,11**

II

C9 Reach, creep or crawl towards objects or people **1,2,5,6,7,8,10,13,15,17,18**
C10 Do the same action to different objects **1,5,7,8,10,11,12,13,14,17**
C11 Imitate simple body actions initiated by student **1,6,12**
C12 Find hidden objects **1,3,5,6,7,8,15,16,17,18,19**
C13 Find source of sound **12,18,19**
C14 Imitate simple body actions initiated by other **2,5,6,8,9,10,13,14,15,17,18,19**

III

C15 Play appropriately with some toys **1**
C16 Attend to activity for longer period of time **1,5,11,17**
C17 Attempt to imitate new actions **1,6**
C18 Try different actions to reach specific goal **1,6**
C19 Successfully imitate new actions **1,6**
C20 Make choice of activity and follow through **1,11**
C21 Match objects, pictures, colours,
shapes, sizes **1,2,3,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**

IV

C22 Demonstrate pretend behavior with self and toys **1**
C23 Imitate actions previously seen **2,3,4,5,7,8,9,10,11,12,13,14,15,16,17,18,19**
C24 Identify colours **1,4,5,6,7,8,10,11,12,13,14,15,17,18**
C25 Identify shapes **9,11,13,14,17**
C26 Line up objects **5,10,14,15,17**
C27 Put objects in sequence in one-to-one association with others **5**

V

C28 Copy pattern in left to right sequence **17**
C29 Name colours **1,2,3,4,5,6,7,8,10,11,12,13,14,15,16,17**
C30 Name shapes **2,7,9,11,13,14,17**
C31 Sort objects **5,7,10,14**

VI

C32 Match letters **1,2,4,8,14,15,19**
C33 Hold pencil or pen appropriately and makes marks on paper **1**
C34 Draw line **11**
C35 Draw cross **11**
C36 Draw circle **11**
C37 Draw square **11**
C38 Draw triangle **11**
C39 Select equivalent amounts **5,7,10,14**
C40 Match equal sets **7,10**
C41 Identify letters and numerals **2,3,4,8,11,12,14,15,16,17,18**
C42 Name letters and numerals **1,2,3,4,8,11,12,14,15,16,17,18,19**
C43 Identify own name **1,2,4,8,12,14,15**

VII

C44 Recognize some sight words **1,3,9,13,16,17,18**
C45 Count 1 to 25 objects **6,7,10,13,14,15**
C46 Select a specified quantity, 1 to 25 **6,7,10,14,15**
C47 Identify sets with same, more, or less **7**
C48 Match objects to numerals **5,7,10,13,14**
C49 Identify numerals that come before, after or in between, 0 to 10 **12,18**
C50 Add with objects 0 to 10 **5,7,10,14**
C51 Add numbers 0 to 10 **7**
C52 Count backwards from 10 **5,7,10,14**
C53 Subtract objects 0 to 10 **5,7,10,14**
C54 Subtract numbers 0 to 10 **6**
C55 Write letters **7**
C56 Write first and last names **7**
C57 Write numerals 0 to 10 **7**
C58 Write a word on a line **7**
C59 Write a sentence on a line **7**

D Fine Motor

I **Routine numbers**

D1 Reach for objects **1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19**
D2 Initiate and maintain grasp on object **2,3,4,5,6,7,8,9,10,11,13,14,15,16,17,18,19**
D3 Intentionally release objects **3,5,6,7,8,9,10,11,13,14,15,16,17,18,19**
D4 Manipulate objects **1,3,4,5,8,9,11,12,16,17,18,19**
D5 Hold objects with two hands **4,5,7,9,10,12,15,16,17,18**

II

D6 Place in/on **1,3,5,6,7,8,10,11,12,13,14,15,17,18,19**
D7 Turn knob **7,11,12,14,19**
D8 Turn pages of a book **1,3,9,16,17,18**
D9 Place small objects in small openings **7,11**

III & IV

D10 Unscrew and screw on jar lids **1,6,12,17**
D11 Paste paper **1**
D12 Use tongs to pick up objects **5,6,8,17**
D13 Cut with scissors **1,17**

E Gross Motor

I **Routine numbers**

E1 Control head movements **2,3,4,5,6,8,9,10,12,14,15,16,17,18**
E2 Straighten arms on request **2,4,5,6,7,8,9,10,12,13,14,15,18**
E3 Raise buttocks when on back and knees are bent **19**
E4 Sit unsupported **1,2,4**
E5 Crawl on stomach **1**
E6 Sit up **1,2,4**
E7 Stand with support **4,19**
E8 Crawl on hands and knees **1**

II

E9 Stand up with support **1,2,4,13,14,17,18**
E10 Walk with support **1,2,3,4,5,6,7,8,9,10,12,13,14,18,19**
E11 Walk independently **1,2,3,4,5,6,7,8,9,10,12,13,14,17,18**
E12 Walk on a variety of surfaces **12**

III

E13 Walk up and down stairs*
E14 Run*
E15 Push heavy things **4,7,10,12,13,14,16,18,19**
E16 Pull heavy things **14,16,17,19**
E17 Hold door open **7,14,16,17,19**
E18 Pick up articles from floor, carry them and place them in specific spot **1,4**
E19 Throw with direction **9**
E20 Ride tricycle*

Alternate Mobility

E21 Move independently by any means **1**
E22 Assist in transfers **1,19**
E23 Transfer from wheel chair to chair or bed **1**

E24 Transfer from wheel chair to standing **19**
E25 Transfer from wheel chair to car **14**
E26 Transfer from wheel chair to floor **1**

Wheel Chair Mobility

E27 Turn brakes on and off **5,8,9,10,17,18**
E28 Manoeuvre wheel chair forward and backward **5,7,8,9,10,14,15,17,18,19**
E29 Manoeuvre wheel chair around corners **10,14,17,19**
E30 Manoeuvre wheel chair up and down ramps **14**
E31 Manoeuvre wheel chair over a variety of surfaces **14**

F Eating

Routine numbers

I

F1 Swallow liquids voluntarily **10**
F2 Keep tongue behind teeth during chewing **3,6**
F3 Open mouth voluntarily **6,16**
F4 Chew and swallow semi-solid without loss **6,16**
F5 Chew and swallow solids without loss **3,6**
F6 Eat finger foods **6**

II

F7 Eat bite-sized pieces **3,6**
F8 Sit at table in appropriate position **3,6,16**
F9 Drink from cup without spilling **6,10**
F10 Eat with spoon **6,16**

III

F11 Drink with straw **6,10**
F12 Unpack lunch box **6**
F13 Use napkin **3,6,16**
F14 Keep food on plate and table **3,6,16**
F15 Pour liquid into glass **6,10**

IV

F16 Clean up place after eating **3,16**
F17 Pass food **3**
F18 Spear with fork **6**

V

F19 Spread with knife **6**
F20 Cut with spoon or fork **3,6**
F21 Serve self food **6**
F22 Peel fruit with hands **6**

VI

F23 Cut with knife **3,6,17**

G Dressing

I **Routine numbers**

G1 Pull off hat, socks, shoes **1,14**

II

G2 Unsnap snaps **1,14,19**
G3 Put hat on **14**
G4 Unzip jacket **1,14**
G5 Put mitts on **14**

III

G6 Put on shoes or boots **1,4,14**
G7 Put socks on*
G8 Take off pants*
G9 Take off shirt, coat, jacket **1,14**
G10 Put on pants*
G11 Put on shirt, coat, jacket **4,14**
G12 Take off T-shirt*
G13 Put on T-shirt*
G14 Untie laces **4**
G15 Unzip pants **19**
G16 Zip pants, jacket **19**

IV

G17 Unbuckle belt **19**
G18 Hook pant hooks **19**
G19 Unbutton **19**

V

G20 Snap snaps **4,14,19**
G21 Engage zipper **4,14**
G22 Button **4,14,19**
G23 Tie shoe lace **1**

H Grooming

I **Routine numbers**

H1 Cooperate with hand and face washing **8,12,19**
H2 Cooperate during bath*
H3 Cooperate with tooth brushing **8**

II

H4 Wash hands **3,6,9,12,16,17,18,19**
H5 Dry hands **3,5,6,9,12,16,17,18,19**

III

H6 Wash and dry face **8**
H7 Cover mouth when coughing or sneezing**
H8 Blow and wipe nose**
H9 Brush teeth **8**
H10 Brush hair **8**
H11 Wipe self after toileting **19**
H12 Dry self after bath*

IV
H13 Adjust water temperature and wash hair*
H14 Use deodorant*
H15 Care for menstrual needs*
H16 Shave*

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* Is not included in these routines, but can readily be used.
** Place with any routine for data taking purposes or incidental teaching.

Chapter 5

Routine Matrices*

Introduction

The routines contained in this chapter are presented in a matrix format. Each routine matrix indicates what curriculum objectives can be taught in the context of that routine. The curriculum areas are listed across the top with the objective numbers placed beneath, across from the routine step where it can be inserted and taught.

There are objectives suitable for students at all levels of development in every routine. For instance in the Arrival routine the student may have as an objective to "Identify some common objects when named (A9)". While putting lunches away they can learn to identify "lunch" and when removing outer wear can work on identifying "hat", "coat", etc. At a much higher level the objective might be to "Discriminate first/last (A35)" which could be achieved by identifying what was removed first or last.

The routines were used in a class of profoundly handicapped students, but some provision for more able students has been made. All the routines, however, are appropriate for more able students as they are able to do them at a much higher level of proficiency. Also, the routines continue to be valid vehicles for teaching the curriculum objectives.

There are routines for several different environments, which provide for a well-rounded program. However it may be necessary to create additional routines depending on the individual student's needs.

The matrix is used most effectively by choosing appropriate objectives from the curriculum for each student and then locating the objective numbers in the routine matrices. Imagine how the objective can be used in that location in that routine. Then write up the routine, inserting the objective with its corresponding teaching sequence. If necessary, a note can be added to clarify intent.

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1 Arrival

The student will enter the school, walk to the class room, place lunch in the appropriate place, remove outer wear and engage in a leisure activity.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Walk to the classroom								
Put lunch on trolley	9	3,5,6 26,48	2,3					
Take off hat	11	4,27	7				1	
Take off coat		27					2,4,9	
Take off boots		33						
Hang up coat	27,28,31 26,35	22	21,24,29 32,42,43 44					
Hang up hat								
Put boots on shelf	33	36,38		6				
Put on shoes							6,23	
Go to leisure area and get toy or book	15,17,20 32	40,41,42 46		1	5,8,22 26			
Carry out leisure activity	5,6,7	5,6,16 39	4,8,9,10 11,12,15 16,17,18 19,20,22 33	4,8,10 11,13	4,6			
Go to desk					9,10,11 18,21,23			

2 Attendance

The student will shake hands, choose his or her name and place it in the appropriate place on the attendance board.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3	2		1			
Raise hand	11,32	31	14					
Shake hands					2			
Choose name card	5,26,30		3,5,7,9 29,30,32 41,42,43	1,2				
Walk to attendance board	8		23		9,10,11			
Locate name on board	17,27	23						
Locate place beside name under correct day	28,35	21,26,35						
Place card in correct place		33,34	6,21	4,6				
Return to seat								

3 Cake Baking

The student will assist with the preparation of cake batter from a mix.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3,10	2		1			
Alert to routine by being shown picture of a cake	4							
Wash hands	8							4,5
Walk to kitchen					10,11			
Locate recipe in book	5		3,41,42 44	8				
Locate equipment and ingredients list	15,22	16						
Locate and get equipment	9,14,27	17,28	12,21,29	1,2,3				
Locate and get ingredients	17,20,28 30	26						
Follow recipe instructions	35	33	5	4				
Cut cake		18,34	23			23		
Serve cake	26	23,35		6				
Eat cake			7			2,3,5,7 8,13,14 16,17,20		

4 Departure

The student will dress self for the outdoors, shake hands, take bag and go out.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to 'bag' cue	4				1			
Go to coat rack	8				10,11			
Identify own coat	5,9,16 26	16,17	5,32,41 42,43	1,2				
Put it on	32			4,5	2,4,6,7 9		11,20,21 22	
Identify own boots	17,27,28	26,28			18			
Remove shoes							14	
Put boots on	11						6	
Identify own hat		21,31	12					
Put it on			3					
Shake hands		33,34						
Pick up bag	14,15,22	23,35	23,24,29					
Walk to exit door					15			

5 Dish Washing

The student will assist with washing and rinsing the dishes and setting them to drip dry.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3	2		1			
Alert to activity by seeing dishpan	4	10						
Go to sink					10,11,27 28			
Put pan under tap	5,22			5				
Fill with water	7,8,18		5,9	1	2			
Put detergent in	14							
Put dirty dishes in	9,15	17	3,7,39	2,3,6				
Wash dishes and place on drain board	6,17,24	16,18,25	8,10,12 14,16,50	4				
Empty dishpan into sink			23					
Fill with water								
Put clean dishes in to rinse		22,27,28	52,53	12				
Rinse and place dishes on drain board	27	26,33	21,24,26 27,29,31 48					
Empty pan into sink	32	31,34,35						
Place pan in its place		36						
Dry hands	11							5

6 Eating

The student will eat lunch in an appropriate manner, using good eating habits and cleaning up afterwards.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	3	3	2					
Alert to activity by seeing lunch trolley								
Wash hands								4,5
Go to trolley					10,11			
Pick up lunch box	4,8,9,15 20,26	23,25,37	12,45,46 54	1,2				
Sit at table				3		8		
Open containers etc.	7,34,35	31,43,44 45,46	5,6,9 18	10		12		
Eat appropriately		6,10,12 14,16,17 21,22,28	3,7		1,19,21	2,3,4,5 6,7,10 14,18,20 22,23		
Use napkin	5					13,14		
Place leftovers in box								
Drink liquid						9,11,15		
Close lunch box		18						
Dispose of garbage		35						
Get cloth to wipe table	14,17,22 27	27,29	21,24,29	12	2			
Wipe table		33	14					
Return cloth		34						
Place lunch box in appropriate place	28	26	11,17,19	6				

7 Getting Laundry

Student will assist in going to the laundry room and picking up laundry for the day.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3	2		1			
Alert to activity by seeing towel	4							
Walk to laundry room	8			7,9	10,11,28 17			
Locate laundry	22							
Place on trolley			3,6,10	3				
Find bibs	16,20,27 28,30	10,16,17 18	5,9,21	1,2	2			
Count bibs			40,45,46 47,48,51					
Place on trolley			10	5				
Find towels		17,21	24					
Count towels	9,15,29		45,46,47 50,52					
Place on trolley			10	6				
Find face cloths		16,17,25	29,30					
Count face cloths	14		23,39,45 46,47,53					
Place on trolley			10					
Sign out laundry			55,56,57 58,59					
Push trolley to classroom	17				15			
Move to laundry storage								
Locate face cloths on trolley		26,28						
Place on shelf by face cloths	35							
Locate towels on trolley			12					
Place on shelf by towels	31		21					
Locate bibs on trolley	34							
Place on shelf by bibs		33,34,35	31					
Put trolley in place								

8 Grooming

The student will brush teeth, wash face and comb hair.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3	2		1			
Alert to activity by seeing grooming baskets	4							
Go to shelf					10,11,27 28			
Find own basket	28,35	16	5,9,32 41,42,43	1	2			
Take basket to sink	8							
Take out toothbrush and toothpaste	5,9,24	17	3,10,12 21,24,29	2				
Brush teeth	11	18,28	14,23	4				3,9
Put items back				3,6				
Take out wash cloth and towel	14	21		12				
Wash and dry face	32	31,33						1,6
Take out comb/brush	15,20,22 27	23,25,35	7					
Comb/brush hair	26	10						10
Put comb/brush back		34						
Replace basket	17,28	26						
Put dirty laundry away								

9 Juice Preparation

The student will prepare juice from concentrate.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3,10	2		1			
Alert to activity by being shown juice in recipe book	4	35						
Wash hands								4,5
Go to kitchen	8				10,11,27 28			
Locate recipe in book	35	10,16	5	8				
Find equipment ingredient list	15,22		44					
Go to fridge								
Get frozen concentrate		6,17	21					
Get container	14				2			
Get long spoon	9,15,20			1,2				
Get can opener	22							
Open can	5			4				
Empty contents into container	17		6					
Fill can with water		19,31						
Put in container								
Repeat as necessary								
Stir juice		30,33	3,5,7,14 23,30					
Place juice in fridge		33		5				
Throw can and lid in garbage	27		25	3	19			
Put spoon in dish-washer		16						
Put can opener in proper location								
Return to class								

10 Juice Time

The student will go to the kitchen, get juice and tumblers, and pour juice for the class.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3	2		1			
Alert to activity by seeing pitcher	4							
Walk to kitchen					10,11,27 28,29			
Get juice out of fridge	8,24,32 33	10		1,5	2			
Place on trolley								
Locate tumblers	9,17,20 22,27,28 29	17,18,21	24					
Place on trolley	34		21,26,29 31,39,40 45,46,48 50,52,53	3,6				
Take to class	5,35				15			
Set out tumblers	14,15,26 30	23,24,26 28,30	3,10,14 23	5				
Pour juice		31,32,33 35	5,6,7	2		15		
Drink juice	11	4,34,36	9			1,9,11		

11 Leisure

The student will operate a record player and tape recorder independently.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3						
Alert to activity by being shown tape player and record player								
Make choice	9,14	6,10,16 17	20,34,35 36,37,38	1,2				
(For record player) Choose record	20	30,35	3,21,24 25,29,30 41,42					
Take out of jacket	8,17		7,23					
Place on turntable			5,10	2,3,4,6 9				
Turn on	7,32	31,34		7				
Put arm on								
Listen to music	6	33	2,8,16					
Take arm off Turn player off Take record off Put record in jacket Return to proper location								
(For Tape recorder)								
Choose tape	22,35							
Take tape out of box Push 'eject' on recorder								
Place tape in		26						
Close								
Push 'play' button	27							
Listen to music Push stop button Push eject button Take out tape Place tape in box Close recorder Put tape in proper location								

12 Lunch Preparation

The student will assist with preparation of the lunches for the class

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3			1			
Alert to activity by seeing lunches on trolley	4							
Wash hands								1,4,5
Push trolley to kitchen					10,11,15			
Choose lunch box	14,22,26 30	6,17,23, 24,26,28	21,24,29 11,42,43	1	2			
Open lunch box	8,9		5,10	4				
Check for food to be heated	24	16,21,25						
Remove container		18	23					
Open container				10				
Place food in microwave dish								
Cover dish								
Place in microwave oven	5,27	30		5,6				
Set controls			41,42,49	7				
Close empty container								
Place in lunch box								
Close lunch box		33						
Listen for microwave bell	10		2,13					
Remove food	32	10,31						
Place on trolley	28	34	6					
Repeat as necessary								
Push trolley to class		35						

13 Mail Delivery

The student will collect mail from the mail boxes, place it in receptacles on a trolly and deliver it to individuals around the building.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	2,3	2					
Alert to activity by seeing picture of mail trolley	15,22	10	21					
Get trolley								
Go to mail boxes	14,17							
Take out mail	4,28,29 35	14,16,17	9,12,24 25,29,30	1,2	2			
Place in receptacle	5,27	26	3,5,6,10	3,6				
Repeat as necessary								
Go to a room					9,10,11 15			
Locate mail for that room		21,23,25	45,48					
Knock on door	7,9,11	7	14,23					
Give mail to person answering the door	8,13,26	24,36	4,7					
Go to next room		35	44					
Repeat as necessary								
Put trolley in place		30,33,34						

14 Mailing Letters and Shopping

The student will assist with mailing letters and shopping for food.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3,10	2		1			
Alert to routine by seeing purse	4	2						
Go to coat area	8		32,43					
Put coat, etc. on	11,16	23			2		3,5,11 20,21,22	
Get mail bag	5,14,22		5	1,2				
Put over shoulders			23					
Go to office				7	9,10,11			
Pick up mail	27,29	7,25,28	45					
Go to mailbox	17				12,25,28 29			
Mail letters		30,31,33	3,4,6	3				
Go to store		18,19			30,31			
Open door					15,17			
Choose items	9,15,20 28,34,35	6,21	21,24,25 29,30,39 41,42,46 48					
Put in basket			14					
Take to checkout								
Pay for item	24	22						
Put in mail bag				6				
Leave store		34,35,36			16			
Go back to school								
Take groceries out of bag			7					
Put in cupboard	31		10,26,31 50,52,53					
Replace bag								
Take coat etc. off							1,2,4,6 9	
Hang up coat								

15 Preparing Grooming Baskets

The student will insert a cup, face cloth and towel in each grooming basket.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	3	3	2					
Alert to activity by seeing basket								
Go to basket area	4,8				28			
Pick own basket	24,26,27	23	32,41,42 43		1			
Locate face cloth	9,20,29	17	21,24,29	1,2	2			
Place in basket	35		3,5,6	3,6				
Locate towel	14,22,30	17						
Place in basket	34		7					
Locate cup	15,17	17	9,12					
Place in basket	32	31,33	14					
Place basket in appropriate place	28	34,35	23,26	5				
Pick other student's basket			45,46					
Repeat above sequence								

16 Pudding Making

The student will make instant pudding from a package.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3,10	2		1			
Alert to routine by being shown picture of pudding	4							
Wash hands	8							4,5
Go to kitchen								
Locate recipe in book	5		3,41,42 44	8				
Locate equipment and ingredients list	15,22	16						
Locate and get equipment	9,14,27	17,28	12,21,29	1,2,3				
Locate and get ingredients	17,20,28 30	26						
Follow instructions in recipe	35	33	5	4				
Place pudding in fridge		18,34	6,23	5	16,17			
Take pudding to class on trolley					15			
Serve pudding	26	23,35						
Eat pudding			7			3,4,8 10,13,14 16		

17 Salad Preparation

The student will make a salad by choosing suitable salad materials and preparing them.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3	2		1			
Alert to activity by being shown picture of salad in recipe book	4							
Wash hands	8	16						4,5
Go to kitchen					9,10,11 27,28,29			
Find recipe in book	5,27		5	8				
Find equipment and ingredient list	15,22		41,42,44					
Locate bowl	9	17,18,21 26	9	1,2,3,5				
Locate knife	14	30	12					
Locate cutting board	28							
Locate wooden salad utensils			3,7					
Go to fridge	17							
Choose four salad vegetables	20,29,30 34	6,28	24,25,28 29,30					
Wash vegetables			23,26					
Cut vegetables	11,35	10,31,32	10,16	13		23		
Place in bowl			6	6,12				
Locate dressing			21					
Pour dressing on salad			14	10				
Toss		33		4				
Place in fridge		34,35			16,17			
Discard garbage								
Place dirty dishes in dishwasher								

18 Soup Preparation

The student will assist with the making of soup from a can.

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	1,2,3	3			1			
Alert to activity by seeing soup in recipe book	4							
Wash hands								4,5
Go to kitchen					9,10,11 27,28			
Locate recipe in book	35	10,16	5	8				
Locate equipment and ingredients list	15,22		44					
Locate can of soup	8	17	9	1,2	2			
Locate bowl	9,20		12,21,24					
Locate wooden spoon	5	21,30						
Locate can opener	14							
Open can		18		4				
Empty into bowl			23					
Go to sink	17							
Fill can with water			6					
Empty into bowl								
Stir		33	3,7,14					
Cover with paper								
Place in microwave				5,6				
Set controls			41,42,49					
Put can and lid in garbage	27			3				
Put spoon in dishwasher	26,28,31							
Remove soup from microwave	10,32	31,34	1,2,13					
Place on trolley		35						
Push trolley to class					15			

19 Toileting

The student will go to the bathroom and carry out functions followed by washing hands

	CURRICULUM OBJECTIVE							
	A Recept Lang	B Express Lang	C Cogn	D Fine Motor	E Gross Motor	F Eating	G Dress	H Groom
Respond to name	3		2					
Go to bathroom	4,8,24	4,5,16	32,42	7	10,15,16 17,28,29			
Locate toilet					22,24			
Pull down pants					7		2,15,17 19	
Sit down Do the appropriate thing								
Wipe								11
Flush toilet	7		13					
Pull up underpants					3			
Pull up slacks		35					16,18,20 22	
Go to sink	17	14,18						1,4
Turn on water								
Locate soap	9,14,27	21,17,23	5,21	1,2				
Lather hands	5	30						
Put soap back	28			6				
Wash		22,33	14					
Rinse hands Turn water off								
Locate towel			12					
Pull down towel			7					
Dry hands	32,33	31,34	23	4				5
Discard towel				3				
Go back to class								

Chapter 6

Teaching Sequences*

Introduction

This chapter includes all of the curriculum objectives, complete with concise teaching steps to form teaching sequences that can be easily inserted into the routines. They contain a variety of teaching approaches, depending on the individual objective.

Each sequence is designed so that Step 1 is the easiest. Thus, a student with no skill in an area would be expected to perform at Step 1. Highlighting or underlining this step as it is being taught will make it salient and easier to follow. As the criterion is reached for each step, the next one can be highlighted as a means of ensuring that appropriate expectations continue to be maintained.

Teaching sequences are identified with the same number as the corresponding curriculum objectives. The same system is used throughout the various sections in the manual to facilitate cross-referencing.

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A Receptive Language

A1 Respond to social interaction
In a natural situation, the student will respond to social interaction such as being tousled or tickled or otherwise interacted with, by smiling or other forms of responding.
1 responds only to physical interaction
2 responds to verbal interaction

A2 Turn head to look up to sound of familiar voice
When a familiar person speaks in the vicinity of the student, the student will look up.
(Place this sequence at the bottom of several routines so that when it happens incidentally, it will be possible to take data.)
1 makes no sign of recognition
2 moves but does not look up
3 looks up

A3 Attend to own name
When name is called, student will show some sign of recognition.
1 immediately in front of student's face
2 from 3 feet away
3 from 6 feet away
4 from 10 feet away

A4 Anticipate gross steps in daily routine
While participating in a routine, the student will show that he or she knows what happens next.
1 given complete physical assistance
2 given a nudge
3 verbal prompt
4 independently

A4a Anticipate gross steps in daily routine
While participating in a routine, the physically disabled student will show that he or she knows what happens next by eye pointing or other gestures.
1 loud tapping of salient object in next step
2 touching salient object in next step
3 pointing to salient object
4 verbal prompt
5 independent gesture

A5 Demonstrate function of object
While participating in a routine, the student will be able to demonstrate the function of various objects appropriate to that routine.
1 model + complete physical assistance
2 model + partial physical assistance
3 model + nudge
4 model
5 independent

A6 Attend to person or object for longer period of time
In a functional routine, the student will attend to a person or object for a longer period of time.
1 attends for 30 seconds before intervention
2 attends for 1 minute before intervention
3 attends for 1 1/2 minutes before intervention
4 attends for 2 minutes
5 attends for 3 minutes
6 attends for 4 minutes
7 attends for 5 minutes

A7 Anticipate results of specific actions
In a routine, the student will anticipate what will happen when certain actions are taken.
1 with much exaggeration of the action
2 with some exaggeration
3 with verbal prompt
4 independently

A8 Follow simple commands
In a functional routine, the student will learn to follow a simple command.
1 with full physical assistance
2 with partial physical assistance
3 with nudge to start
4 independently

A9 Identify some common objects when named
In a natural context, student will identify an object.
1 with one distracter, complete physical assistance
2 one distracter, partial physical assistance
3 one distracter, nudge
4 one distracter, independently
5 two distracters, independently

A10 Associate sound with objects
When the student hears the sound of something familiar, he or she will look at the object that produced that sound.
1 while the sound is being made
2 after the sound is made, but having seen it being made
3 not having seen it being made

A11 Point to some body parts
In a functional routine, where it can be appropriate to attend to some body parts, the student will point to them.
1 with complete physical assistance
2 with partial physical assistance
3 with nudge
4 independently

A12 Follow at least three different one step commands
In natural routines, the student will be able to follow three different one-step commands. (This is not an objective to be placed within a routine, as it is covered by putting, "Follow simple commands" in different situations.)

A13 Identify familiar people
In a natural setting, the student will identify familiar people by looking at them when their names are mentioned. e.g. morning circle, attendance.
1 looks at person after being shown
2 looks at person when name is mentioned
3 identifies two different people
4 identifies three people
5 identifies four people
6 identifies five people

A14 Identify common objects when described by function
In a routine, when a common object is about to be used,the student will respond when it is asked for by function instead of by name
1 given complete physical assistance
2 given partial physical assistance
3 pointing cue and nudge
4 pointing cue
5 identifies independently

A15 Identify pictures
In a functional routine, where pictures can be used, the student will identify pictures of common objects.
1 matches object to picture given no distracter pictures
2 matches object to picture with one distracter
3 matches object to picture with two distracters

A16 Point to item of clothing shown in large pictures
During a functional routine in which clothing is an element, the student will point to a picture of a given article of clothing before using the actual item.
1 with no distracter picture present
2 with 1 distracter picture present
3 with 2 distracter pictures present

A17 Follow two-step directions
In a natural routine, student will follow a two-step direction.
1 cues delivered separately
2 second cue delivered while first is carried out
3 both cues at beginning

A18 Identify object/activity from its sound without model
In a functional routine, where a sound can be made without showing the object/activity that made it, the student will identify that object/activity.
1 visible model, identifies object with no distracters
2 visible model, repeat with object hidden, identifies object, no distracters
3 visible model, repeat with object hidden, 1 distracter
4 visible model, repeat with object hidden, 2 distracters
5 object hidden, 1 distracter
6 object hidden, 2 distracters

A19 Participate in action songs, etc.
During times when action songs and games are performed, the student will actively participate by attempting the actions.
1 when given full physical assistance
2 with partial physical assistance
3 with verbal prompt
4 independently

A20 Select object from larger group on request
In a functional routine, the student will select an object from a larger group.
1 selects object with no distracters
2 selects object with 1 distracter
3 selects object with 2 distracters
4 selects object with 3 distracters
5 selects object with 4 or more distracters

A21 Understand about fifty words
In normal context, the student understands about fifty words (This is not an objective to place in a routine, but data can be taken occasionally to check for the number of words a student obviously understands.)

A22 Point to pictures of common objects described by function
In a routine, where the common object is being used, introduce a picture of the object, along with some distracter pictures, before using the object. Student will choose the picture of the object when described by function.
1 using no distracters
2 using one distracter picture
3 using two distracter pictures

A23 Understand about 100 words
In context, the student understands about 100 words. (This is not an objective to place in a routine, but data can be taken occasionally to test for the number of words actually understood.)

A24 Understand simple questions
In a natural context, student will understand a simple question which is relevant to him. (This sequence does not teach, but gives direction to giving practice, observing and taking data.)
1 no response
2 incorrect response
3 correct response

A25 Attend to stories, t.v., puppets etc.
When exposed to different forms of entertainment which is of the nature of t..v., stories, puppets, etc., the student will attend for an extended length of time.
1 does not attend
2 attends for a ten seconds
3 attends for a two minutes
4 attends for five minutes
5 attends for ten minutes

A26 Discriminate personal and possessive pronouns
In a functional routine, where it can be appropriate to focus on various pronouns, the student will discriminate the appropriate pronouns for that situation.
Given choice of two similar objects, one belonging to teacher and one to student:
1 find my -----
2 find your -----
3 find mine
4 find yours
Given items to pass out, student responds to:
5 I get a -----
6 you get a -----
7 he gets a -----
8 she gets a -----
9 they get a -----
10 find his ------
11 find her -----
12 find their -----

A27 Respond to "where" questions
In a functional routine, using appropriate materials and in context, student will find the object asked for in the "where" question.
1 with full physical assistance
2 with partial physical assistance
3 with model
4 independently

A28 Understand prepositions "on", "under", "front", "behind", "beside"
In the context of a functional routine, the student will be able to place an object in one or some of the above positions.
1 places object in position with full physical assistance
2 places object with partial physical assistance
3 places object with pointing prompt
4 places object independently

A29 Discriminate singular from plural
In a natural situation, where the same object can be identified either singly or in a group, the student will choose both the singular and plural forms when asked.
1 model both, ask for singular - pointing prompt
2 model both, ask for plural -pointing prompt
3 model both, ask for singular - no prompt
4 model both, ask for plural - no prompt
5 no model, identifies singular
6 no model, identifies plural

A30 Discriminate same from different
In a natural routine, where items which are the same and which are different are present, the student will discriminate those that are the same from those that are different, being able to pick out those that are the same, as well as the one that is different.
1 when two the same are together, and different one is slightly apart
2 when one different is mixed with two the same
3 when one different is mixed with three the same

A31 Categorize
In a functional routine, the student will categorize objects or pictures into various categories.
1 identifies an object/picture from a particular category with one item from different category as distracter
2 identifies an object/picture from a particular category with two distracters
3 identifies an object/picture from a particular category with three distracters
4 identifies two requested objects/pictures from a particular category with two dis tracters
5 identifies all requested objects/pictures from a particular category with two dis tracters

A32 Identify polar opposites
In a natural setting, where both dimensions can be present, the student will identify the correct one when asked.
1 when given two objects varying in one dimension of polarity, identifies either when given pointing cue
2 identifies either independently

A33 Discriminate comparative from superlative adjectives
In a natural routine the student will be able to identify both the comparative and superlative forms of adjectives appropriate to items within the routine.
1 given two objects that vary in one dimension, given pointing cue, identifies the comparative
2 independently identifies comparative
3 given three objects, identifies superlative, given pointing cue
4 independently identifies superlative

A34 Discriminate and/or
In a natural setting where the student can be offered a variety of objects, vary the offer (and/or). Yes or no are appropriate responses to the "and" offer, and must be honoured. Making a choice is the correct response for the 'or' offer, and must be honoured.
1 given an "and" offer student answers appropriately
2 given an "or" offer student answers appropriately

A35 Discriminate first/last
In a functional routine, where appropriate, the student will discriminate "first" from "last".
1 model and given pointing cue for "first"
2 model and given pointing cue for "last"
3 model only for "first"
4 model only for "last"
5 independently identifies "first"
6 independently identifies "last"

B Expressive Language

B1 Communicate needs by varying manner of crying or whining
In a natural setting, the student will communicate his needs in the above manner. Act on the need apparently communicated! Indicate manner of crying or whining. (This objective can be placed at the end of a routine where data can be taken whenever it occurs)
1 pain
2 hunger
3 need for diaper change
4 need for regulation

B2 Make vowel-like sounds to express pleasure and displeasure (other than crying)
In a natural setting, the student vocalizes with vowel-like sounds for the above reasons. Imitate sounds made and if possible act on them! (This objective can be placed at the end of a routine for the purpose of taking data whenever it occurs. Indicate sounds made.)
1 displeasure
2 pleasure

B3 Vocalize in response to sounds (not imitation)
In a natural setting, when the student is presented with verbal sounds, the student will make some vocalizations in response.
1 laughs in response to funny sounds
2 laughs plus makes additional sounds in response to funny sounds
3 laughs plus makes additional sounds in response to speech
4 vocalizes in response to speech

B4 Indicate objection
When routine is deliberately changed, e.g. lunch is missing the student will notice and object in some form.
1 does not notice
2 notices, but does nothing
3 notices and objects

B5 Indicate agreement
When offered something desirable the student will take some action to indicate wanting it.
1 does not take notice
2 looks at, but does nothing
3 smiles, reaches, etc. to indicate wanting it

B6 Make choices
With natural opportunities, given choices the student will respond. Honour any choice made through looking at, pointing etc.
1 takes no notice of choice made
2 with prompt, uses choice made
3 independently uses choice made
4 shows pleasure with choice made

B7 Make sounds to accompany actions
In a natural setting, the student will make some sounds to accompany actions he is making. Imitate the sounds and actions! (Indicate the sounds and actions made)
1 makes one sound with action
2.makes second sound with action
3 makes third sound with action
4 makes fourth sound with action

B8 Use a variety of vowel and consonant combinations
In a natural setting, the student will initiate sounds combining vowels and consonants. Imitate sounds made! (Place this objective at the end of the routine to keep data on it. Indicate which sounds were made)
1. one combination
2. second combination
3. third combination
4. fourth combination
5. fifth combination

B9 Imitate familiar sounds he has initiated
In a natural setting, when the student has initiated a sound, which has been imitated by the teacher, the student will imitate that same sound. (Place this objective at the end of the routine to keep data on the occurrences whenever they happen. Indicate sounds imitated)
1 first sound
2 second sound
3 third sound
4 fourth sound
5 fifth sound

B10 Imitate familiar sounds initiated by other

In a natural setting, when the teacher makes a sound representing an object or name in that setting, the student will imitate that sound.

1 imitates one sound
2 imitates two sounds
3 imitates three sounds
4 imitates four sounds
5 imitates five sounds

B11 Use some basic gesture to get attention

In a natural setting, the student will use some basic gestures, initiated by him, to get the attention of a peer or adult. Respond to gesture! (Indicate gesture and meaning.)

1 first gesture
2 second gesture

B12 Communicate needs using crying and gazing with some gestures

The student will communicate his needs using crying, gazing and some gestures.

1 cries when hungry or has bathroom needs
2 gazes at desired object when placed directly in front
3 gazes at desired object two feet away
4 points or gestures to desired object two feet away

B13 Begin to use adult intonation in babbling

In a natural setting, the student will begin to use some adult intonation in his babbling. Teacher imitates sounds made! (Place this objective at the end of the routine so that data may be taken when it occurs.)

B14 Attempt to imitate new sounds

In a natural context the student will imitate some new sounds. (Place objective at bottom of routines and take data when events occur naturally. Label items.)

1 attempts to imitate vowel sounds
2 attempts to imitate consonant sounds
3 attempts to imitate combinations

B15 Use 10 to 20 words

In natural settings, the student will initiate 10 to 20 words. Teacher imitates them and acts on them where possible. (Place this objective at the bottom of the routine so that data can be taken whenever the student speaks. Indicate words spoken)

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____
7 _____	8 _____
9 _____	10 _____
11 _____	12 _____
13 _____	14 _____
15 _____	16 _____
17 _____	18 _____
19 _____	20 _____

B16 Answer "yes" or "no"

When offered something, either desirable or undesirable, the student will answer with the words "yes" or "no", which should then be honoured.

1 indicates agreement or objection by gesture
2 imitates the words "yes" and "no"
3 uses the words appropriately

B17 Name objects

When object is used in a functional setting student will name it when asked.

1 by imitating word
2 given first sound
3 independently

B18 Imitate two to three word sentences

During a functional routine, student will imitate a short sentence describing an action taking place.

1 imitates each word separately
2 imitates two words
3 imitates three words

B19 Initiate two-word phrases

In a natural setting the student will initiate a two-word phrase to indicate a need or describe an object or action. Teacher imitates phrase uttered! (Place this objective at the bottom of the routine to take data on the natural occurrences of the above. Indicate phrase.)

1 _____
2 _____
3 _____
4 _____
5 _____

B20 Use fifty single words
In natural settings, the student will initiate as many as fifty single words for varying purposes. (This is not an appropriate objective to take data on in connection with any particular routine, but should be done separately throughout the day for a period of time to determine what words are being used.)

B21 Use some "what", "where" questions
When an object salient to a routine, is hidden or a new element is added, the student will use a "what" or "where" question.
1 student indicates by expression or gesture that something is different
2 imitates "what" or "where"
3 says appropriate word with initial sound prompt
4 says word independently

B22 Use three-word phrases
In a functional routine, student will describe an action when asked.
1 imitates phrase
2 says phrase given first word prompt
3 says phrase independently

B23 Use pronouns
In a functional routine, student will answer the following questions appropriately.
1 imitates answer to "who has the ----?"
2 answers independently
When working with articles belonging to other individuals:
3 imitates answer to "whose object is this? (mine, yours, his, hers)
4 answers independently
5 imitates answer to "Who has the ----?" (I do, you do, he does, she does, they do)
6 independently answers the above

B24 Use "what", "where", "who" questions
In a natural setting,the student will ask the appropriate question when he desires to know. When the teacher sees that the student may want the answer to one of the above questions, the student will be prompted to ask, and then given the answer. (Place this objective at the bottom of a routine, so that it can be carried out whenever the time is appropriate)
1 indicates a desire to know
2 imitates question
3 initiates question

B25 Use negatives
In an appropriate situation the student will respond with a negative. Teacher asks, for example, "Are your boots on the shelf ?"
1 imitates three-word negative response
2 independently gives at least two-word negative

B26 Use prepositions
In natural situations the student will use prepositions to indicate location. (Teacher asks, for example, "Where are your boots?")
1 imitates - e.g., "On the shelf"
2 independently gives preposition

B27 Use 4 word phrases
In a natural setting, the student will use four word phrases, when desiring something, e.g., "I want --- ---."
1 imitates appropriate "I want --- ---" when indicating something is desired
2 given gesture to start, and imitates name of desired object
3 independent on "I want" and given first sound of object
4 independently gives complete phrase, e.g., "I want my lunch."

B28 Use noun plurals
In situation where there are more than one similar item being used, e.g. mitts, the student will use noun plurals.
1 imitates the appropriate word when either singular or plural is displayed
2 independently gives either singular or plural noun

B29 Use "why", "when", "how"
The student will sometimes ask the questions "why", "when" and "how" after being given a command. Using an appropriate command, have the student imitate one of the above words and then provide the answer before going ahead with the command.
1 imitates the question word
2 says word when given mouth position as clue
3 asks independently

B30 Know function of objects and body parts
In a routine, where objects or body parts are being used, student can tell what the function is when asked.
1 imitates word
2 says word when given first sound
3 independently

B31 Know polar opposites
In a routine, where opposites occur, student will label each opposite correctly when asked.
1 given one, student will imitate the other
2 given one, student will name the other
3 given the second one, student will imitate first
4 given the second one, student will name first

B32 Know comparative and superlative adjectives
In a routine, where the same object can occur with different levels of a property, e.g., at juice time where there are three different size tumblers, the student will be able to label with the comparative and superlative labels (bigger, biggest).
1 imitates comparative when only two are present
2 initiates comparative when only two are present
3 imitates superlative when three are present
4 initiates superlative when three are present
5 initiates both comparatives and superlatives where appropriate

B33 Describe actions using present tense
At appropriate times during a routine, student will label the action he is doing using the present tense.
1 imitates answer
2 answers independently

B34 Describe action using past tense
At appropriate times during a routine, student will label the just completed action in the past tense
1 imitates answer
2 answers independently

B35 Describe action using future tense
At appropriate times during a routine, the student will label an action about to take place, in the future tense.
1 imitates answer
2 answers independently

B36 Describe events of past, present and future in a logical order
During a discussion, the student will relate an event in the proper sequence.
1 includes any two steps
2 includes any three steps
3 includes past and present
4 includes past, present and future

B37 Use a personalized response mode (e.g., finger or eye pointing)
In a functional routine,when asked "Find the ----." or "Show me the ----." etc., will respond.
1 with full physical assistance
2 with partial physical assistance
3 when teacher points to object
4 when teacher looks at object
5 independently

B38 Discriminate between two objects
In a functional routine, the student will discriminate between two objects with his personalized response mode.
1 with full physical assistance
2 with partial physical assistance
3 when teacher points to object
4 when teacher looks at object
5 independently

B39 Associate object with function
In a functional routine, when given an object, student will do the appropriate thing with it:
1 with full physical assistance
2 with partial physical assistance
3 with nudge to start
4 independently

B40 Make choices
In a functional routine, where it is possible to make choices, the student will do so.
Honour any choice made through looking at, pointing, etc.
1 takes no notice of choice made
2 with prompt, uses choice made
3 independently uses choice made
4 shows pleasure with choice made

B41 Match objects to pictures
In a functional routine, the student will match objects to pictures. Use photograph or very realistic picture.
1 matches object to picture with no distracter pictures
2 matches object to picture with one distracter
3 matches with two distracters
4 matches with three distracters

B42 Discriminate between two pictures
In a functional routine, where appropriate, the student will discriminate between two pictures when asked "Show me the ----."
1 given pointing cue
2 given "looking" cue
3 independently

B43 Make choices using pictures - honour choices made
In a functional routine, where making choices is appropriate, the student will make choices using pictures.
1 takes no notice of choice made
2 uses choice with prompt
3 independently uses choice
4 shows pleasure with choice made

B44 Match symbol to picture
In a natural setting where pictures are being used for communication, the child will learn to match the correct symbol with the picture. Repeat until student can match symbols to all the pictures used
1 choice of one symbol for picture
2 choice of two symbols
3 choice of three symbols
4 choice of one symbol for second picture
5 choice of two symbols for second picture
6 choice of three symbols for second picture

B45 Discriminate between symbols
In a setting where the student is using pictures, and has asked for an object or action with the picture, he will be able to pick out the same thing from a choice of symbols.
1 from a choice of one
2 from a choice of two
3 from a choice of three

B46 Make choices using symbols
In a natural setting, the student will use symbols to make choices.
When offered a choice using symbols the student
1 takes no notice of choice apparently made
2 uses choice with prompt
3 independently uses choice
4 shows pleasure with choice

B47 Use symbols/pictures to express needs
In natural setting, student will express needs through use of symbols or pictures. When need is expressed through gestures etc. have student point at picture before providing for need.
1 given full physical assistance
2 given partial physical assistance
3 given nudge
4 given pointing cue
5 given "looking" cue
6 on verbal request
7 independently

B48 Use symbols/pictures in daily routines
When asked what comes next in his daily routine, the student will answer with the use of a picture or symbol.
1 with choice of one picture/symbol
2 with choice of two pictures/symbols
3 with choice of three pictures/symbols
4 with choice of all pictures/symbols being used

B49 Use two pictures/symbols communication
When initiating a communication, the student will use two pictures/symbols to express him/herself. When teacher understands the intended communication.
1 student imitates pointing to second picture/symbol
2 initiates two pictures/symbols communication

B50 Use three pictures/symbols communication
When initiating a communication the student will use three pictures/symbols to express him/herself. (When teacher understands the intended communication)
1 student imitates third picture/symbol
2 initiates three pictures/symbols communication

C Cognition

C1 Show startle response to sudden changes (noise, light, movement)
In a natural setting, when a sudden change occurs, the student will show a startle response. (If data is desired, place this objective at the bottom of a routine and keep an account of occurrences. List events which created startle response)

1_____
2_____
3_____
4_____
5_____

C2 Turn head toward sound.
In a functional routine, when a sound is made close to the student, he will turn his head towards it.
1 six inches away
2 one foot away
3 two feet away
4 three feet away
5 six feet away

C3 Briefly grasp object placed in hand
In a functional setting, student will briefly maintain grasp of object.
1 for one second
2 for two seconds
3 for three seconds
4 for four seconds
5 for five seconds

C4 React to some people, objects or events
In natural environments the student will react to some people objects or events.
1 does not react to anyone or anything
2 reacts when highly stimulated by person, object or event
3 reacts to mild stimulation by person, object or event
4 reacts to some people, objects or events, independently

C5 Look at object placed in front
In the context of a functional routine, the student will look at an object placed in front of him.or her.
1 when it is tapped
2 on pointing cue
3 on verbal cue
4 looks at object independently

C6 Follow movement with eyes and hands
In a functional routine, using a preferred object, student will follow movements when:
1 highly exaggerated
2 mildly exaggerated
3 follows object independently

C7 Grasp and hold
In a functional routine, the student will grasp and hold an object when the object is placed touching palm.
1 holds for two seconds
2 holds for four seconds
3 holds for six seconds
4 holds for eight seconds
5 holds for ten seconds

C8 Continue an enjoyable activity
In a leisure setting the student will continue an enjoyable activity.
1 continues for ten seconds
2 continues for twenty seconds
3 continues for thirty seconds
4 continues for forty seconds
5 continues for fifty seconds
6 continues for one minute

C9 Reach, creep or crawl towards objects or people
In a leisure setting with a highly preferred object or person present the student will reach creep or crawl towards that object or person.
1 attention attracted with animated motions
2 attention attracted with mild motions
3 student seeks out object or person independently

C10 Do the same action to different objects
In a leisure setting the student will perform the same action on different objects.
1 does one action to one object
2 does one action to two different objects
3 does one action to three different objects
4 two different actions to four different objects
5 two different actions to five different objects

C11 Imitate simple body actions initiated by student
When student makes a body action, teacher imitates him; then student imitates teacher.
(To be acted on in spontaneous setting.)
1 given full physical assistance
2 given partial physical assistance
3 given nudge to start
4 given verbal cue
5 imitates independently

C12 Find hidden objects
In a leisure or functional setting, the student will find an object when it is completely hidden from view.
1 object is half hidden - finds with pointing cue given
2 object is half hidden - finds independently
3 object is mostly hidden -finds with pointing cue given
4 object is mostly hidden - finds independently
5 object is completely hidden -finds with pointing cue
6 object is completely hidden - finds independently

C13 Find source of sound
In a leisure setting, or functional routine, the student will find the source of a sound produced in the context of the activity.
1 given full physical assistance
2 given partial physical assistance
3 given pointing cue
4 given verbal cue
5 independently

C14 Imitate simple body actions initiated by other
In a routine, the student will imitate a body action initiated by someone else.
1 given full physical assistance
2 given partial physical assistance
3 given nudge to start
4 imitates independently

C15 Play appropriately with some toys
In a natural leisure setting, the student will play appropriately with some toys.
1 given full physical assistance with a toy
2 given partial physical assistance with a toy
3 given model
4 independently with a toy
(Repeat with other toys.)

C16 Attend to activity for longer period of time
During a functional activity or leisure time, the student will attend for up to five minutes.
1 attends for thirty seconds
2 attends for one minute
3 attends for one and a half minutes
4 attends for two minutes
5 attends for three minutes
6 attends for four minutes
7 attends for five minutes

C17 Attempt to imitate new actions
When introduced to a new body action, or action with an object the student will attempt to imitate this.
1 with full physical assistance
2 with partial physical assistance
3 with a nudge to start

C18 Try different actions to reach specific goal
When attempting to do something, student will try more than one strategy if the first fails.
1 with full physical assistance on second strategy
2 with partial physical assistance on second strategy
3 given model of second strategy
4 verbal suggestion
5 independently attempts second strategy

C19 Successfully imitate new actions
When introduced to a new body action or action with an object, the student will imitate it when asked.
1 with full physical assistance
2 with partial physical assistance
3 with nudge to start
4 with verbal prompt

C20 Make choice of activity and follow through
When choosing a toy or activity, in leisure or group time, the student will do the activity.
1 with full physical assistance
2 with partial physical assistance
3 with nudge to start
4 with verbal prompt
5 follows through independently

C21 Match objects, pictures, colours, shapes, or sizes
As part of a functional routine and using only identical items to be matched, student will match the item with three distracter items.
1 with no distracters and pointing cue
2 with no distracters independently
3 with one distracter and point
4 with one distracter independently
5 with two distracters and point
6 with two distracters independently
7 with three distracters and point
8 with three distracters independently

C22 Demonstrate pretend behavior with self and toys
In a leisure setting will use toys to pretend real actions.
1 after choosing toy, will imitate pretend action
2 demonstrates pretend behavior independently

C23 Imitate actions previously seen
In a routine, the student will complete an action without a model.
1 given full physical assistance
2 given partial physical assistance
3 given nudge to start
4 given verbal prompt
5 independently

C24 Identify colours
In a natural routine, will identify colours, e.g.,"Show me the red hat".
1 identifies a color, with no distracters present
2 identifies colour with one distracter, given pointing cue
3 identifies colour with one distracter - independently
4 identifies colour with two distracters - pointing cue
5 identifies colour with two distracters - independently
6 identifies colour with three distracters - pointing cue
7 identifies colour with three distracters - independently

C25 Identify shapes
In a natural routine, will identify shapes, i.e. get the square book.
1 identifies shape with no distracters present
2 identifies shape with one distracter, given pointing cue
3 identifies shape with one distracter, independently
4 identifies shape with two distracters, given pointing cue
5 identifies shape with two distracters, independently
6 identifies shape with three distracters, given pointing cue
7 identifies shape with three distracters, independently

C26 Line up objects
In a functional routine, will line up objects.
1 given placement of first object will line up second, given pointing cue
2 will line up second object independently
3 will line up second and third objects, given pointing cues
4 will line up second and third independently
5 will line up second, third and fourth, given pointing cues
6 will line up second, third and fourth independently
7 will line up second, third, fourth and fifth objects, given pointing cues
8 will line up second, third, fourth and fifth objects independently

C27 Put objects in sequence in one-to-one association with others

In a functional routine, the student will place objects in one-to-one association with other objects, in a sequence, e.g., table setting.

1 given pointing cues on all objects
2 given pointing cues on all but last
3 given pointing cues on all but last two
4 given pointing cues on all but last three
5 given pointing cues on first one only
6 places objects independently

C28 Copy pattern in left to right sequence

In a functional routine, the student will copy a pattern in a left to right sequence, e.g., sorting towels by colour. (Line up the five different items and have all matching items mixed together.)

1 assistance with finding first four
2 assistance with finding first three
3 assistance with finding first two
4 assistance with finding first one
5 independently sorts in sequence

C29 Name colours

In a functional routine will name several colours when asked.

1 names one colour - verbal prompt
2 names one colour - independently
3 names two colours - verbal prompt
4 names two colours - independently
5 names three colours - verbal prompt
6 names three colours - independently
7 names four colours - verbal prompt
8 names four colours - independently
9 names five colours - verbal prompt
10 names five colours - independently

C30 Name shapes

In a functional routine, where the four basic shapes can be naturally occurring, the student will name each of those shapes when asked.

1 names circle - verbal prompt
2 names circle - independently
3 names square - verbal prompt
4 names square - independently
5 names circle and square - independently
6 names triangle - verbal prompt
7 names triangle - independently
8 names three shapes independently
9 names rectangle - verbal prompt
10 names rectangle - independently
11 names four shapes independently

C31 Sort objects

In a functional routine, where objects can naturally be sorted, the student will sort three of each of four different objects.

1 sorts two sets of different objects, three each- with pointing prompt
2 sorts two sets of different objects - independently
3 sorts three sets of different objects three each - with pointing prompt
4 sorts three sets of different objects - independently
5 sorts four sets of different objects, three each - with pointing prompt
6 sorts four sets of different objects - independently

C32 Match letters

Using letters in functional words, e.g., name, student will match the appropriate letters for the word, given a set of the letters in the word.

1 one letter exposed - with pointing cue
2 matches one independently
3 two letters exposed - with pointing cues
4 matches two independently
5 three letters exposed - with pointing cues
6 matches three independently
7 four letters exposed - with pointing cues
8 matches four independently
9 five letters exposed - with pointing cues
10 matches five independently

C33 Make marks on paper

In a functional or leisure setting student will hold pencil or pen appropriately and make marks on paper.

1 full physical assistance for holding and making marks
2 full physical assistance for holding - makes marks independently
3 partial physical assistance for holding
4 pencil placed appropriately, holds and makes marks independently
5 picks up pencil appropriately and makes marks independently

C34 Draw line
In a functional or leisure routine, the student will make straight lines, both vertically and horizontally, six inches in length, from one dot to another.
1 vertical and horizontal with dots one inch apart
2 with dots two inches apart
3 with dots three inches apart
4 with dots four inches apart
5 with dots five inches apart
6 with dots six inches apart

C35 Draw cross
In a functional or leisure routine, the student will draw a cross.
1 given model plus partial physical assistance with horizontal
2 given model plus given starting location of horizontal
3 given model only
4 independently

C36 Draw circle
In a functional or leisure routine, the student will draw a circle.
1 given model plus full physical assistance
2 given model plus partial physical assistance
3 given model plus assistance with completion
4 given model only
5 independently

C37 Draw square
In a functional or leisure routine, the student will draw a square.
1 given model plus four dots to join.
2 given model plus partial assistance
3 given model only
4 independently

C38 Draw triangle
In a functional or leisure routine, the student will draw a triangle.
1 given model plus three dots
2 given model plus partial assistance
3 given model only
4 independently

C39 Select equivalent amounts
In a functional routine, the student will select an amount equivalent to a given amount, between one and five in number, by matching to the given number and leaving the rest.
1 selects one
2 selects two
3 selects three
4 selects four
5 selects five
6 selects any one of the above numbers

C40 Match equal sets
In a functional routine, the student will match equal sets of objects.
1 matches ones with no other sets present
2 matches ones with one distracter set
3 matches ones with two distracter sets
4 matches twos with no distracter sets
5 matches twos with one distracter set
6 matches twos with two distracter sets
7 matches threes with no distracter sets
8 matches threes with one distracter set
9 matches threes with two distracter sets
10 matches fours with no distracter sets
11 matches fours with one distracter set
12 matches fours with two distracter sets
13 matches fives with no distracter sets
14 matches fives with one distracter set
15 matches fives with two distracter sets

C41 Identify letters
Using functional words in the environment student will identify all the letters in a given word.
1 covering all but one letter
2 covering all but two - given pointing cue
3 covering all but two - independently
4 covering all but three - given pointing cue
5 covering all but three - independently
6 covering all but four - given pointing cue
7 covering all but four - independently
8 covering all but five - given pointing cue
9 covering all but five - independently

C42 Name letters
Using functional words in the environment, student will name all the letters in a given word.
1 names one letter -with verbal prompt
2 names one letter - independently
3 names two letters - with verbal prompts
4 names two letters - independently
5 names three letters - with verbal prompt
6 names three letters - independently
7 names four letters - with verbal prompts
8 names four letters - independently
9 names five letters - with verbal prompts
10 names five letters - independently

C43 Identify own name
In a functional routine, student can pick out own name
1 identifies own name when no distracters are presented
2 identifies own name when one distracter name is presented, - given a pointing cue
3 with one distracter - independently
4 with two distracters - given pointing cue
5 with two distracters - independently
6 with three distracters - given pointing cue
7 with three distracters - independently
8 with many distracter names - given pointing cue
9 with many distracter names - independently

C44 Recognize some sight words
In a functional routine, the student will recognize some words in the environment when asked.
1 given a full verbal prompt
2 given the first sound
3 independently

C45 Count 1 to 25 objects
In a functional routine, student counts up to 25 objects.
1 repeats 1 to 4, says 5 independently
2 repeats 1 to 3, says 4 and 5 independently
3 repeats 1 to 2, says 3, 4 and 5 independently
4 repeats 1, says 2, 3, 4 and 5 independently
5 says 1, 2, 3, 4 and 5, independently
6 repeats 6 to 9, says 10 independently
7 repeats 6 to 8, says 9 and 10 independently
8 repeats 6 to 7, says 8, 9 and 10 independently
9 repeats 6, says 7, 8, 9 and 10 independently
10 counts 1 to 10 independently
11 repeats 11 to 14, says 15 independently
12 repeats 11 to 13, says 14 and 15 independently
13 repeats 11 to 12, says 13, 14 and 15 independently
14 repeats 11, says 12, 13, 14 and 15 independently
15 counts 1 to 15 independently
16 repeats 16 to 19, says 20 independently
17 repeats 16 to 18, says 19 and 20 independently
18 repeats 16 to 17, says 18, 19 and 20 independently
19 repeats 16, says 17, 18, 19 and 20 independently
20 counts 1 to 20 independently
21 repeats 21 to 24, says 25 independently
22 repeats 21 to 23, says 24 and 25 independently
23 repeats 21 to 22, says 23, 24 and 25 independently
24 repeats 21, says 22, 23, 24 and 25 independently
25 counts 1 to 25 independently

C46 Select a specified quantity, 1 to 25
In a functional routine, the student will select any number of objects between 1 and 25.

1 any number between 1 and 5
2 any number between 1 and 10
3 any number between 1 and 15
4 any number between 1 and 20
5 any number between 1 and 25

C47 Identify sets with same, more or less
In a functional routine, the student will identify sets as being the same as, or more or less than a given set.

1 given a set that is the same as, and one that is more with a big difference, will identify either one
2 given a set that is the same as and one that is more with a small difference, will identify either one
3 given a set that is the same as and one that is less by a big difference, will identify either
4 given a set that is the same as and one that is less with a small difference, will identify either
5 given a set that is less than, one that is the same as and one that is more, will identify all

C48 Match objects to numerals
In a functional routine, the student will match the appropriate numeral to a set of objects.

1 match the numeral one to object
2 match the numeral two to objects
3 match the numeral three to objects
4 match the numeral four to objects
5 match the numeral five to objects
6 match the numeral six to objects
7 match the numeral seven to objects
8 match the numeral eight to objects
9 match the numeral nine to objects
10 match the numeral ten to objects

C49 Identify numerals that come before, after or in between numerals from 0 to 10
In a functional routine, the student will identify the numerals that come before, after or in between given numerals, from zero to ten.

1 fills in any one missing numeral, using a model
2 fills in any one missing numeral without model
3 fills in any two missing numerals with model
4 fills in any two missing numerals without model
5 fills in any three missing numerals with model
6 fills in any three missing numerals without model
7 fills in any four missing numerals with model
8 fills in any four missing numerals without model
9 fills in any five missing numerals with model
10 fills in any five missing numerals without model

C50 Add with objects 0 to 10
In a functional routine, the student will combine sets of objects which are less than ten in number, and count them, giving the total. The objects are placed with a plus sign between them and an equal sign at the end. The student will place a card naming the total on the right of the equal sign.

1 adds 1 to every number to total no more than ten
2 adds 2 to every number to total no more than ten
3 adds 3 to every number to total no more than ten
4 adds 4 to every number to total no more than ten
5 adds 5 to every number to total no more than ten
6 adds 6 to every number to total no more than ten
7 adds 7 to every number to total no more than ten
8 adds 8 to every number to total no more than ten
9 adds 9 to one object

C51 Add numbers 0 to 10
In a functional routine, the student will add two numbers together and give the correct answer.
1 adds 1 to every number to total no more than ten
2 adds 2 to every number to total no more than ten
3 adds 3 to every number to total no more than ten
4 adds 4 to every number to total no more than ten
5 adds 5 to every number to total no more than ten
6 adds 6 to every number to total no more than ten
7 adds 7 to every number to total no more than ten
8 adds 8 to every number to total no more than ten
9 adds 9 to one

C52 Count backwards from 10
In a functional routine, the student will count backwards from ten.
1 repeats all numbers
2 repeats all but counts 1 independently
3 repeats all but counts 2 and 1 independently
4 counts 3, 2 and 1 independently
5 counts 4, 3, 2 and 1 independently
6 counts 5, 4, 3, 2 and 1 independently
7 counts 6, 5, 4, 3, 2and 1 independently
8 counts 7, 6, 5, 4, 3, 2and 1 independently
9 counts 8, 7, 6, 5, 4, 3, 2 and 1 independently
10 counts 9, 8, 7, 6, 5, 4, 3, 2 and 1 independently
11 counts backwards independently from 10

C53 Subtract objects 0 to 10
In a functional setting, student will count the objects, then remove some of them and count the ones that are left over. Student will identify the numeral of the answer.
1 subtracts 1 from every number of objects up to ten
2 subtracts 2 from every possible number of objects up to ten
3 subtracts 3 from every possible number of objects up to ten
4 subtracts 4 from every possible number of objects up to ten
5 subtracts 5 from every possible number of objects up to ten
6 subtracts 6 from every possible number of objects up to ten
7 subtracts 7 from every possible number of objects up to ten
8 subtracts 8 from every possible number of objects up to ten
9 subtracts 9 objects from nine and ten
10 subtracts 10 objects from ten.

C54 Subtract numbers 0 to 10
In a functional routine, the student will subtract the numbers 1 to 10 from the numbers 1 to 10, when given the equation x-y=, identifying the correct numeral.
1 subtracts 1 from 1 to 10
2 subtracts 2 from 2 to 10
3 subtracts 3 from 3 to 10
4 subtracts 4 from 4 to 0
5 subtracts 5 from 5 to 0
6 subtracts 6 from 6 to 10
7 subtracts 7 from 7 to 10
8 subtracts 8 from 8 to 10
9 subtracts 9 from 9 to 10
10 subtracts 10 from 10

C55 Write letters
In a functional routine the student will write the letters of the alphabet in a legible manner.
1 write letter with model
2 write letter without model

C56 Write first and last name
In a functional routine, the student will write his first and last name, without a model.
1 writes first name with model
2 writes first letter independently
3 writes first two letters independently
4 writes first three letters independently
5 writes name independently
6 writes last name with model
7 writes first letter independently
8 writes first two letters independently
9 writes first three letters independently
10 writes first four letters independently
11 writes last name independently
12 writes both names independently

C57 Write numerals 0 to 10
In a functional routine, the student will write the numerals 0 to 10 without a model.
1 writes any numeral chosen with model
2 writes this numeral without model

C58 Write a word on a line
In a functional routine, the student will write a word on a line, keeping the letters a reasonable size for that line.
1 writes one letter with line model
2 writes one letter without line model
3 writes two letters with line model
4 writes two letters without line model
5 writes three letters with line model
6 writes three letters without line model
7 writes four letters with line model
8 writes four letters without line model
9 writes word without line model

C59 Write sentence on a line
In a functional routine, the student will write a sentence on a line.
1 writes one word with line model
2 writes one word without line model
3 writes two word with line model
4 writes two words without line model
5 writes three words with line model
6 writes three words without line model
7 writes a sentence without line model

D Fine Motor

D1 Reach for object
When in the vicinity of a preferred object, or during a functional routine, student will reach for an object with either hand.
1 given full physical assistance
2 given partial physical assistance
3 given nudge to start
4 given verbal prompt
5 reaches independently

D2 Initiate and maintain grasp on object
When object is placed against the palm of the student's hand, student will grasp it and maintain the grasp for up to five seconds
1 given full physical assistance for five second
2 given full physical assistance to grasp - student maintains grasp for one second
3 given light squeeze to initiate grasp - student maintains grasp for one second
4 student initiates and maintains grasp for one second
5 for two seconds
6 for three seconds
7 for four seconds
8 for five seconds

D3 Intentionally release object
In a functional routine, when given an appropriate cue, student will release object.
1 given full physical assistance
2 given partial physical assistance
3 given nudge to start
4 given verbal cue

D4 Manipulate objects
In a leisure or functional setting, student will perform an appropriate action with an object.
1 given full physical assistance
2 given partial physical assistance
3 given nudge to start
4 given verbal prompt
5 independently

D5 Hold object with two hands
In a functional routine, the student will hold a large object with two hands.
1 for one second
2 for two seconds
3 for three seconds
4 for four seconds
5 for five seconds

D6 Place in/on
In a functional routine the student will purposefully place object in/on a given location. (Using a backward chain approach.)
1 releases object at location
2 brings object to location
3 maintains grasp on object
4 picks up object

D7 Turn knob
In a functional setting the student will turn a knob to open a door, independently.
1 given full physical assistance
2 given partial physical assistance
3 given nudge to start
4 verbal prompt
5 independently

D8 Turn pages of a book
In a functional routine or leisure setting, student will turn the pages of a book, one at a time, to look at them.
1 opens book
2 opens book, turns some pages and closes book
3 turns one page, given full physical assistance
4 turns one page, given partial assistance
5 turns one page independently
6 turns two pages, given partial assistance
7 turns two pages independently
8 turns three pages, given partial assistance
9 turns three pages independently
10 turns four pages, given partial assistance
11 turns four pages independently
12 turns five pages, given partial assistance
13 turns five pages independently

D9 Place small objects in small openings
In a functional routine, the student will place small objects in small openings.
1 given full physical assistance
2 given partial physical assistance
3 given nudge to start
4 given verbal prompt
5 independently

D10 Unscrew and screw on jar lids
In a functional setting, student will unscrew and screw on jar lids.
1 given complete physical assistance to unscrew
2 student completes final quarter turn
3 student completes final half turn
4 student completes final three quarter turn
5 independently unscrews jar lid
6 given complete physical assistance to screw on lid
7 completes final quarter turn
8 completes final half turn
9 completes final three quarter turn
10 screws on lid independently

D11 Paste paper
In a functional or leisure setting student will paste paper in a specific location.
1 pats down pasted paper
2 picks up pasted paper and pats it down
3 smears paste on paper
4 puts paste on paper
5 given full physical assistance to place paper in location
6 given partial physical assistance to place paper in location
7 given nudge to indicate location
8 given verbal prompts
10 student pastes paper in a specific location independently

D12 Use tongs to pick up objects
In a functional setting, the student will pick up various objects with tongs. (Backward chain.)
1 hold tongs closed, lifting object
2 close tongs over object
3 locate object with tongs
4 open tongs
5 grasp tongs appropriately

D13 Cut with scissors
In a functional or leisure setting, student will cut on a line
1 student makes one snip
2 makes two snips
3 makes three snips
4 cuts on a 1/4 inch line for one inch
5 cuts on a 1/4 inch line for two inches
6 cuts on a 1/4 inch line for three inches
7 for four inches
8 for five inches
9 for six inches
10 cuts on a 1/8 inch line for six inches
11 cuts on 1/4 inch line around circle
12 cuts on 1/8 inch line around circle

E Gross Motor

E1 Control head movements
During normal activities, the student will control his head movements.
1 turn head from side to side when lying on his back
2 lifts head while on his stomach with chest raised
3 lifts head up and turns it while supporting self on elbows
4 keeps head in line with body when pulled up
5 lifts head while in supported sitting position

E2 Straighten arms on request
Student will straighten arm for reaching, dressing or other functional activity, on request.
1 given full physical assistance (very slowly)
2 given partial physical assistance
3 given minimal physical assistance
4 given nudge to start
5 given verbal prompt

E3 Raise buttocks when on back and knees are bent
In a functional setting, such as when being dressed, the student will raise buttocks when asked.
1 given full physical assistance
2 given partial physical assistance
3 given nudge
4 verbal prompt

E4 Sit unsupported
Student will sit without support for up to five minutes on a flat surface.
1 teacher supports student, holding lower hips, for five minutes
2 teacher supports student, holding thighs parallel to floor, for five minutes
3 student sits independently for five seconds
4 sits independently for ten seconds
5 sits independently for twenty seconds
6 sits independently for forty seconds
7 sits independently for one minutes
8 sits independently for two minutes
9 sits independently for three minutes
10 sits independently for five minutes

E5 Crawl on Stomach
Given a reason to crawl, such as towards a preferred object, student will crawl on his stomach towards this object.
1 supports his weight on his forearms for one minute
2 straightens his arms and raises chest for thirty seconds
3 scoots slightly forward by reaching
4 pulls himself forward two feet with arms
5 pushes himself forward two feet using legs
6 pushes himself forward five feet using legs

E6 Sit up
In a natural setting, when student is on his back or stomach, he will pull or push himself into a sitting position, unassisted, using furniture if necessary. (Backward chain.)
1 straightens body after getting into sitting position
2 rotates hips to shift weight from side to buttocks
3 repositions legs to balance weight in side-sitting position
4 pushes or pulls body up to a 45 degree angle with floor
5 rolls to side from back or stomach
6 pushes or pulls self up to a sitting position

E7 Stand with support
In a functional situation, the student will stand with support for five minutes. (Bears weight on legs as a prerequisite.)
1 stands for five seconds
2 stands for ten seconds
3 stands for twenty seconds
4 stands for forty seconds
5 stands for one minute
6 stands for two minutes
7 stands for five minutes

E8 Crawl on hands and knees
Given a purpose, student will crawl on hands and knees for five feet, unassisted.
1 supports his weight in a tucked position for one minute
2 supports his weight on hands and knees for one minute
3 moves from tucked into a hands and knees position
4 reaches forward with either arm while in hands and knees position
5 moves forward same side leg, with arm
6 moves both sides alternately, moving forward two feet
7 crawls forward three feet
8 crawls forward five feet

E9 Stand up with support
Given a purpose student will move from a sitting position into a standing one, using furniture for support. (Backward chain.)
1 straightens legs into standing position
2 pulls one leg up into a half kneeling position
3 gets into kneeling position
4 positions legs into a tucked position
5 positions hands in position to pull or push self
6 independently stands up with support

E10 Walk with support
Given a purpose to walk, student will walk with support for ten feet.
1 student walks five feet holding on to furniture
2 walks five feet pushing chair or walker
3 walks five feet holding your hand
4 walks ten feet holding your hand

E11 Walk without support
Given a purpose to walk, student will walk for ten feet without support.
1 student walks ten feet holding teacher hand
2 walks five feet with teacher, each holding part of a cloth
3 walks ten feet with teacher, each holding part of a cloth
4 walks two feet without support
5 walks four feet without support
6 walks six feet without support
7 walks eight feet without support
8 walks ten feet without support

E12 Walk on a variety of surfaces
In a functional or leisure routine, the student will walk on a variety of surfaces.
1 on pavement
2 on carpet
3 on grass
4 on sand
5 on gravel

E13 Walk up and down stairs
In a functional routine, the student will walk up and down stairs without assistance.
1 given full physical assistance
2 one hand on railing, teacher holding other hand
3 two hands on railing
4 one hand on railing

E14 Run
In a functional or leisure routine, the student will run for short distances.
1 given full physical assistance
2 given assistance to start
3 when highly motivated (e.g. chased in a game)
4 given verbal prompt plus model
5 given verbal prompt

E15 Push heavy things
In a functional situation, the student will push a thing, such as a stiff door or other heavy object as much as necessary.
1 given full physical assistance
2 given partial physical assistance
3 given assistance to start
4 with verbal prompt
5 independently

E16 Pull heavy things
In a functional situation, the student will pull a heavy thing, such as a stiff door, as much as necessary.
1 given full physical assistance
2 given partial physical assistance
3 given assistance to start
4 with verbal prompt
5 independently

E17 Hold door open
Where necessary, the student will hold the door open for other people to go through.
1 given full physical assistance
2 given partial physical assistance
3 with verbal prompt, for half the time necessary
4 with verbal prompt for whole time
5 independently

E18 Pick up articles from floor, carry them and place them in a specific spot.
Given a purpose, student will do the above task from a standing position.
1 picks up article from waist level
2 picks up article from hip level
3 picks up article from thigh level
4 picks up article from knee level
5 picks up article from calf level
6 picks up article from ankle level
7 picks up article from floor
8 holds item for five seconds
9 holds item for ten seconds
10 holds item for required time
11 places item in spot, given full physical assistance
12 places item in spot, given partial physical assistance
13 places item in spot, given pointing cue
14 places item in spot, given verbal cue.
15 picks up item off floor, carries it to a specific spot and places it there, without assistance

E19 Throw with direction
In a functional or leisure routine, the student will throw a ball or bean bag with direction.
1 given full physical assistance
2 given partial physical assistance
3 given nudge to start
4 independently

E20 Ride tricycle
In a leisure routine, the student will ride a tricycle for ten feet.
1 for one foot
2 for two feet
3 for three feet
4 for four feet
5 for five feet
6 for six feet
7 for seven feet
8 for eight feet
9 for nine feet
10 for ten feet

E21 Move independently by any means
Given a reason to move, student will do so without assistance, using any means at his disposal.
1 moves one foot
2 moves two feet
3 moves three feet
4 moves four feet
5 moves five feet

E22 Assist in transfers
When being transferred from the wheel chair to any other location, the student assists by bearing weight and helping to move.
1 moves forward in chair
2 grasps secure object to pull self up
3 bears weight on legs
4 side-steps one or two steps
5 assists in repositioning

E23 Transfer from wheelchair to chair or bed
In a functional routine, the student will transfer himself from his wheelchair to a chair or bed. (Backward chain.)
1 sit down on chair or bed
2 step sideways to position self in front of chair or bed
3 pull self up to standing
4 grasp hold of solid bar near chair or bed
5 wheel chair into position and lean forward

E24 Transfer from wheelchair to standing
When desiring to move from the wheel chair to a standing position, the student will do this without assistance.
1 grasps secure object
2 pulls self up with full physical assistance
3 pulls self up with partial assistance
4 pulls self up independently

E25 Transfer from wheelchair to car
In a functional routine, the student will transfer himself from his wheelchair to the car. (Backward chain.)
1 turn body forward lifting legs into car
2 sit down on seat
3 leaning against door frame, move into position to sit down
4 lean against door frame, transferring hand to door
5 pull self to standing
6 grasp door with one hand, door frame with other
7 wheel in front of door opening
8 open door

E26 Transfer to floor without assistance
When desiring to move to the floor from the wheel chair, the student does so without assistance. (Backward chain.)
1 sit on floor
2 push away wheel chair
3 support self standing by secure piece of furniture
4 lean forward, grasp furniture and pull self up
5 put up foot rests
6 undo safety belt
7 manoeuvre into position near stable piece of furniture

E27 Turn brakes on and off
In a functional routine, the student will put on and release his wheelchair brakes where necessary. (Backward chain.)
1 release brake on right side
2 locate brake on right side
3 release brake on left side
4 locate brake on left side
5 apply brake on right side
6 locate brake on right side
7 apply brake on left side
8 locate brake on left side
9 stop chair

E28 Manoeuvre chair forward and backward
When desiring to move to another location, the student will do so independently.
1 in either direction, one foot
2 in either direction, three feet
3 in either direction, six feet
4 in either direction, ten feet
5 in either direction twenty feet

E29 Manoeuvre chair around corners
When desiring to move to another location, which requires going around a corner, the student will do so, independently
1 given full physical assistance
2 given partial physical assistance
3 independently

E30 Manoeuvre chair up and down ramps
In a functional routine, the student will go up and down ramps with his wheel chair. (Forward chain.)
1 position in front of ramp (up or down)
2 move forward on to ramp, keeping hands on wheels
3 release left hand and grasp top of wheel, keeping chair stable
4 release right hand and grasp top of wheel
5 move forward
6 release left hand, etc.

E31 Manoeuvre chair over a variety of surfaces
In a functional or leisure routine, the student will manoeuvre his chair over a variety of surfaces.
1 smooth surfaces, independently
2 carpet, with partial assistance
3 carpet, independently
4 grass, with partial assistance
5 grass, independently
6 dirt, with partial assistance
7 dirt, independently
8 gravel, with partial assistance
9 gravel, independently.

F Eating

F1 Swallows liquids voluntarily
At natural times for drinking, the student will swallow liquids voluntarily.
1 squirting liquid to back of mouth
2 squirting liquid to middle of mouth
3 pouring liquid from a cup into mouth

F2 Keep tongue behind teeth during chewing
At natural times for eating, the student will chew by keeping tongue behind teeth.
1 assist by controlling jaw so that it only opens a tiny bit for chewing
2 allow jaw to open more, but not so that the tongue can protrude.
3 assist with chewing normally, but prevent tongue from protruding where necessary
4 keeps tongue behind teeth independently

F3 Open mouth voluntarily
The student will open his mouth when he is aware that food is being offered.
1 opens mouth when food touches it
2 opens mouth when given model
3 opens mouth when food is near mouth

F4 Chew and swallow semi-solids without loss
The student will chew and swallow semi-solid foods in such a way that food is not lost.
1 food is placed near back of tongue until tongue retracts, with mouth held closed.
2 food is placed near back of tongue
3 food is delivered normally

F5 Chew and swallow solids without loss
The student will chew and swallow solids without loss, when placed in mouth.
1 food is placed near back of tongue until tongue retracts, with mouth held closed
2 food is placed near back of tongue
3 food is delivered normally

F6 Eat finger foods
Student locates food, grasps it and puts it in mouth. (Backward chain.)
1 remove hand from mouth leaving food in
2 place food in mouth
3 bring hand all the way to mouth
4 grasps food
5 locates food

F7 Eat bite-size pieces
Student will pick up food and eat it using appropriate size bites. (Backward chain.)
1 eat bite of food
2 put rest of food down
3 take bite
4 put food in mouth
5 pick up food

F8 Sit at table in appropriate position
The student will sit at a table with feet on the floor in front and elbows off the table, during meals.
1 given full physical assistance to start position
2 given partial physical assistance to start position
3 given verbal prompt to start position
4 given verbal prompt to maintain position
5 independently starts and maintains the appropriate position

F9 Drink from cup without spilling
The student will pick up the cup, drink the liquid and place the cup back on the table without spilling. (Backward chain.)
1 replaces cup on table
2 swallows the liquid
3 tilts the cup to pour liquid into mouth
4 places rim of cup between lips
5 brings cup to mouth
6 picks up cup

F10 Eat with spoon
The student will pick up the spoon, scoop food into it and bring it to mouth to eat. (Backward chain.)
1 chews and swallows the food
2 returns spoon to plate
3 closes mouth over food and slides spoon out
4 opens mouth and inserts spoon
5 raises spoon to mouth
6 scoops food
7 positions spoon over food
8 grasps spoon handle

F11 Drink with straw
The student will place the straw in mouth and suck liquids. (Using a squirt bottle.)
1 closes lips over straw, liquid squirted into mouth
2 sucks liquid up when liquid is at the top of straw
3 sucks liquid up when it is half-way up straw
4 sucks liquid up from bottom of the straw
5 locates straw with mouth

F12 Unpack lunch box
The student will remove the contents of lunch box and place them in front of him/her on the table, and remove the lunch box from the area. (Backward chain.)
1 places lunch box (e.g. on floor)
2 secures lunch box
3 closes lunch box
4 removes contents and places them on table in front of him/her
5 opens lunch box
6 opens fasteners
7 place lunch box in front of student

F13 Use napkin
Student places napkin on lap and uses to wipe mouth when necessary. (Backward chain.)
1 return napkin to lap
2 wipe mouth with napkin
3 pick up napkin
4 place napkin on lap
5 pick up napkin from table
6 locate napkin

F14. Keep food on plate and table
The student will eat neatly, keeping the food in the appropriate place until eaten.
1 full physical assistance in putting food back on plate or table
2 partial physical assistance in putting food back on plate or table
3 verbal prompt to put food back on plate or table
4 verbal prompt to keep food on plate or table
5 independently keeps food in appropriate place.

F15 Pour liquid into glass
When it is appropriate to drink, the student will pour liquid into a glass. (Backward chain.)
1 replace pitcher on table
2 pours, given full physical assistance
3 pours, given partial assistance
4 pours, given minimal assistance
5 places pitcher in pouring position over glass
6 picks up pitcher

F16 Clean up place after eating
Student puts dishes in appropriate place, cleans up garbage and wipes table after eating.
1 puts garbage in container
2 puts dirty dishes in designated area
3 obtains cloth
4 wipes table with cloth
5 puts cloth in designated area

F17 Pass food
In a functional routine, where a group is eating, the student will pass food to the person next to him.
1 given full physical assistance
2 given partial physical assistance
3 given a verbal prompt
4 independently (where appropriate)

F18 Spear with fork
When eating foods that can be eaten with a fork, the student will do so, using the fork appropriately. (Backward chain.)
1 eats food from fork
2 spears food, with assistance
3 spears food
4 places tip of fork on food
5 adjusts grasp for spearing
6 picks up fork

F19 Spread with knife
In a functional routine, where food is being prepared, the student will apply a spread to bread, toast or crackers with a knife.
1 given full physical assistance
2 given partial physical assistance
3 given verbal prompt
4 independently

F20 Cut with spoon or fork
When appropriate, the student will use his spoon or fork to cut food. (Backward chain.)
1 eats food
2 scoops or spears food
3 pushes down, cutting food
4 positions utensil on top of food
5 turns utensil to cutting position
6 grasps utensil

F21 Serve self food
In a functional routine, where the student may serve self food, will do so independently.
1 serves self finger foods in appropriate amounts, with full physical assistance
2 with partial physical assistance
3 independently
4 serves self scooped food in appropriate amounts, with full physical assistance
5 with partial physical assistance
6 independently

F22 Peel fruit with hands
When appropriate, the student will peel fruit with hands.
1 removes last piece of peel
2 removes last quarter of peel
3 removes last half of peel
4 removes last three quarters of peel
5 removes all peel
6 makes opening

F23 Cut with knife
When food needs cutting, the student will do so using a knife. (Backward chain.)
1 eats cut food
2 puts knife down
3 cuts food using sawing motion
4 places knife blade on food
5 spears food with fork
6 grasps knife with dominant hand
7 grasps fork for spearing with non-dominant hand

G Dressing

G1 Pull off hat, socks, shoes
In a functional routine, student will remove one or more of the above items.
1 takes off final half
2 takes off all the way
3 grasps securely and pull off

G2 Unsnap
In a functional routine, student will unsnap snaps to remove clothing item. (Backward chain.)
1 pulls on the material with the top snap until it opens
2 presses the bottom material and snap to body
3 grasps the bottom flap of material near snap
4 grasps the top flap of material near snap
5 does all of the above independently

G3 Put hat on
In a functional routine, where putting on a hat is appropriate, the student will do so independently. (Backward chain.)
1 pull hat down on head
2 put hat on
3 grasp hat on either side, front facing forward
4 locate front
5 pick up hat

G4 Unzip jacket
In a functional routine, student will unzip zipper to remove jacket. (Backward chain.)
1 separates the zipper at the bottom
2 pulls the tab down the track to the end
3 stabilize jacket with free hand
4 lifts tab to unlock zipper
5 grasps zipper tab with dominant hand
6 does all of the above independently

G5 Put mitts on
In a functional routine, where it is appropriate to wear mitts, the student will put them on. (Forward chain.)
1 pick up left mitt
2 grasp top front with right hand
3 insert left hand
4 position thumb
5 pull up
6 pick up right mitt
7 grasp top front with left hand
8 insert right hand
9 position thumb
10 pull up

G6 Put on shoes or boots
In a functional routine, where it is appropriate to put on shoes, the student will do so. (Backward chain.)
1 adjusts front of shoe if necessary
2 puts heel down
3 slides foot to front
4 inserts foot
5 holds shoe by top of back
6 opens shoe up
7 positions appropriate shoe by foot

G7 Put on socks
In a functional routine, where it is appropriate to put on socks, the student will do so. (Backward chain.)
1 pulls sock up from ankle
2 pulls sock over heel
3 pulls sock up to just below heel
4 stretches sock opening over toes
5 puts big toe in sock opening
6 grasps either side of sock opening with thumbs inside
7 positions sock with heel down
8 positions self for putting socks on

G8 Take off pants
In a functional routine, where it is appropriate to take off pants, the student will do so. (Backward chain.)
1 removes pants from right foot
2 removes pants from left foot
3 sits down
4 pushes pants down from knees to ankles
5 pushes pants down from hips to knees
6 pushes pants down over hips
7 grasps each side of pants at the waist

G9 Take off shirt, coat
In a functional setting, student will remove his shirt or coat. (Backward chain.)
1 pulls sleeve off left arm
2 grasps left sleeve with right arm
3 pulls sleeve off right arm
4 grasps sleeve with left arm
5 pulls back down over both shoulders
6 pulls open in front
7 grasps the front
8 does all of the above and removes item independently

G10 Put on pants
In a functional routine, where it is appropriate to put on pants, the student will do so. (Backward chain.)
1 pulls pants over buttocks
2 pulls pants up to buttocks
3 pulls pants up to knees
4 stands up
5 pulls pant legs up until feet poke through
6 puts right foot in right leg hole
7 puts left foot in left leg hole
8 places pants by feet
9 grasps waist of pants on each side
10 positions pants on lap, appropriate to putting on
11 locates front of pants
12 unfolds pants
13 positions self for putting on pants

G11 Put on open front shirt, coat or jacket
In a functional routine, where it is appropriate to put on one of the named items, the student will do so. (Backward chain.)
1 pulls garment up on shoulders
2 places left arm in sleeve
3 locates left sleeve hole with left hand
4 places right arm in sleeve
5 grasps right side of garment at neck with left hand
6 grasps garment at neck inside facing student
7 picks up garment

G12 Take off T-shirt
In a functional routine, where it is appropriate to remove a T-shirt, the student will do so. (Backward chain.)
1 pulls T-shirt over head
2 grasps bottom of T-shirt
3 removes right arm from sleeve
4 removes left arm from sleeve
5 pulls T-shirt up to chest
6 grasps bottom of shirt with both hands

G13 Put on T-shirt
In a functional routine, where it is appropriate to put on a T-shirt, the student will do so. (Backward chain.)
1 pulls T-shirt down over chest
2 places right arm in sleeve
3 places left arm in sleeve
4 pulls shirt over head so shirt rests on shoulders
5 puts shirt on top of head
6 opens bottom of T-shirt
7 positions T-shirt on lap in correct position
8 locates front (or back) of shirt
9 unfolds T-shirt

G14 Untie laces
In a functional routine, where it is appropriate for the student to remove shoes, will untie laces. (Backward chain.)
1 lifts up until knot pulls free
2 places index finger under remaining knot
3 pulls lace until loops disappear
4 grasps end of one lace with one hand
5 positions self for easy access to shoe laces
6 unties laces on both shoes

G15 Unzip pants
In a functional setting, the student will unzip pants. (Backward chain.)
1 maintains grasp of zipper pull
2 pulls down final half
3 pulls down from the top
4 grasps zipper pull and unlocks
5 locates zipper pull

G16 Zip pants, jacket
In a functional setting, the student will zip up pants or jacket. (Backward chain.)
1 maintains grasp of zipper pull
2 pulls up final half
3 pulls up from the bottom
4 grasps zipper pull
5 locates zipper pull

G17 Unbuckle belts
In a functional setting, the student will unbuckle belt. (Backward chain.)
1 separates end from buckle
2 removes pin from hole
3 pulls end tight to release pin
4 pulls end out of loop

G18 Hook pant hooks
In a functional setting, the student will hook up pant hooks. (Backward chain.)
1 pulls hook back to secure in eye
2 overlaps hook and eye
3 pulls ends of band together
4 grasps ends of band close to hook and eye

G19 Unbutton
In a functional setting, the student will unbutton garments. (Backward chain.)
1 pushes button through hole
2 raises opening around button with second hand
3 pushes button against opening with first hand
4 grasps ends of band close to button

G20 Snap snaps
In a functional setting the student will snap garment. (Backward chain.)
1 pushes snap parts together
2 positions one part against the other
3 brings snap parts together
4 grasps band at snap parts

G21 Engage zipper
In a functional routine, where it is appropriate to zip a jacket, the student will engage the zipper. (Backward chain.)
1 zips up jacket
2 pushes zipper slide all the way into zipper
3 inserts zipper slide into zipper tab.
4 grasps zipper slide with other hand
5 grasps zipper tab with one hand

G22 Button
In a functional setting, the student will button garment. (Backward chain.)
1 pulls button through with thumb and forefinger of other hand
2 lifts index finger of 'button' hand to pull down edge over button
3 tips button into hole, touching thumb of other hand
4 grasps far end of button
5 grasps button hole with thumb over the hole and index finger against edge, on bottom side.
6 locates corresponding hole
7 locates button

G23 Tie shoe laces
In a functional setting, student ties shoe laces. (Backward chain.)
1 pulls loops tight in bow
2 pulls second loop through
3 grasps lace to make second loop
4 pushes lace for second loop through opening against thumb
5 winds lace for second loop around thumb
6 picks up second lace
7 folds first lace double
8 pulls knot tight
9 folds one lace around other to make knot
10 pulls both laces straight
11 ties shoe laces without assistance

H Grooming

H1 Co-operate with hand and face washing
In a functional setting, the student will co-operate with having hands and face washed.
1 with no co-operation
2 with partial co-operation
3 with full co-operation

H2 Co-operate during bath
In a functional routine, where it is appropriate to have a bath, the student will co-operate.
1 no co-operation
2 partial co-operation
3 full co-operation

H3 Co-operate with tooth brushing
In a functional routine, where it is appropriate to brush teeth, the student will co-operate.
1 no co-operation
2 partial co-operation
3 full co-operation

H4 Wash hands
In a functional setting, the student will independently wash hands. (Backward chain.)
1 shuts off water
2 rinses hands
3 scrubs hands
4 replaces soap
5 lathers hands
6 wets hands and soap
7 picks up soap
8 turns water on

H5 Dry hands
In a functional setting, the student will dry hands independently. (Backward chain.)
1 puts away towel
2 dries second hand
3 switches towel from one hand to other
4 dries first hand
5 takes towel

H6 Wash and Dry face

In a functional routine, the student will wash and dry face. (Backward chain.)

1 places materials in appropriate place
2 dries hand with towel
3 dries face with towel
4 gets towel
5 replaces washcloth to appropriate place
6 rinses out washcloth
7 turns on water
8 checks face in mirror
9 rinses soap from face
10 wrings out washcloth
11 turns off water
12 rinses washcloth
13 adjusts water temperature
14 turns on water
15 soaps and scrubs face
16 puts soap down
17 rubs soap on washcloth
18 picks up soap
19 wrings out washcloth
20 turns off water
21 wets washcloth
22 adjusts water temperature
23 turns on water
24 gathers materials

H7 Cover mouth when coughing or sneezing

During functional times, when student sneezes or coughs, he/she will cover mouth. (Place this sequence at the bottom of various routines so that it will be available when the occasion arises.)

1 given full physical assistance
2 given partial physical assistance
3 given verbal prompt
4 independently

H8 Blows and wipes nose

During functional times, when it is appropriate, the student will blow and wipe nose. (Place this sequence at the bottom of various routines so that it will be available when the occasion arises.) (Backward chain.)

1 disposes of tissue appropriately
2 repeats wiping and blowing as necessary
3 checks in mirror to see if nose is clean
4 wipes nose clean
5 blows nose
6 places tissue over nose
7 grasps one side of tissue with each hand
8 gets tissue

H9 Brush teeth

In a functional routine, where it is appropriate to brush teeth, the student will do so. (Backward chain.)

1 places towel in appropriate spot
2 checks face in mirror
3 dries hands and face
4 gets towel
5 rinses mouth
6 replaces toothbrush
7 turns off water
8 rinses brush
9 turns on water
10 brushes inside of upper right teeth
11 brushes inside of upper left teeth
12 brushes inside of lower right teeth
13 brushes inside of lower left teeth
14 with teeth together, brushes outside of teeth on second side
15 with teeth together, brushes outside of teeth on one side
16 with teeth together, brushes outside of front teeth
17 replaces toothpaste
18 returns cap to toothpaste
19 applies appropriate amount of toothpaste
20 removes cap from toothpaste
21 turns off water
22 fills glass
23 wets toothbrush
24 turns on water
25 gathers materials

H10 Comb/brush hair

In a functional routine, at an appropriate time, the student will brush or comb hair. (Backward chain.)

1 replaces materials
2 checks in mirror
3 combs hair at the back
4 combs hair on the right
5 combs hair on the left
6 combs hair on top
7 gathers materials

H11 Wipe self after toileting

After using the bathroom, the student will wipe self. (Backward chain.)

1 drops paper into toilet
2 wipes
3 folds paper for wiping
4 tears off paper

H12 Dry self after bath
In a functional routine, at an appropriate time for a bath, the student will dry self after the bath. (Forward chain.)
1 stands on bath mat
2 picks up towel
3 dries face
4 dries neck
5 dries arms and arm pits
6 dries shoulders to middle back
7 dries breast area
8 dries belly area
9 dries torso
10 dries upper back
11 dries lower back
12 dries genital area
13 dries buttocks
14 dries one leg, foot and between toes
15 dries second leg, foot and between toes
16 dries hands, including between fingers
17 replaces towel

H13 Adjusts water temperature and washes hair in shower
In a functional routine, at an appropriate time for washing hair, the student will do so. (Forward chain.)
1 gathers materials - removing shampoo bottle cap
2 turns on cold knob to designated spot
3 turns on hot knob to designated spot
4 steps in shower
5 wets hair
6 picks up shampoo
7 pours appropriate amount in hand
8 applies to hair
9 replaces shampoo
10 lathers hair
11 rinses hair
12 checks by feeling
13 turns off hot
14 turns off cold
15 towels hair dry
16 dries rest of body
17 replaces towel

H14 Use deodorant
In a functional routine, and at an appropriate time, the student will apply deodorant. (Backward chain.)
1 replaces deodorant
2 replaces cap
3 applies deodorant to second armpit
4 lifts second arm
5 applies deodorant to first armpit
6 lifts first arm
7 takes off cap
8 locates deodorant.

H15 Care for menstrual needs
When necessary, the student will change pads independently. (Backward chain.)
1 discards soiled pad appropriately
2 picks up wrapped soiled pad
3 pulls up panties
4 places pad in panties, sticky side down
5 uncovers sticky side of new pad
6 places wrapped pad on floor
7 wraps soiled pad in paper
8 removes soiled pad from panties
9 gets toilet paper
10 sits on toilet
11 pulls down panties
12 places new pad beside toilet
13 takes new pad out of box

H16 Shave (with electric shaver)
In a functional routine, the student will shave his face or she will shave her legs. (Forward chain.)
1 locates shaver
2 removes cover
3 plugs in cord
4 turns shaver on
5 shaves all parts to be shaved
6 checks in mirror
7 turns off shaver
8 unplugs shaver
9 removes head
10 shakes out residue
11 replaces head
12 replaces cover
13 puts in proper location

Chapter 7

Curriculum Checklist*

Introduction

This checklist includes the curriculum objectives outlined in Chapter 4. The content and sequence are identical but it is in a form that allows convenient data collection and recording. There is provision for several dates, permitting the charting of the student's ability changes over time.

Each segment, denoted by Roman numerals, includes objectives at the same general development level. This can be useful when making observations. Specific objectives should be chosen from every curriculum area so that the student is provided with a well-rounded program of learning.

The checklist is designed so that a copy can be made for every student in the class. It can then be kept to be used over successive assessments.

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Name	Dates						

A Receptive Language

I

A1 Respond to social interaction							
A2 Turn head to look up to sound of familiar voice							
A3 Attend to own name							
A4 Anticipate gross steps in daily routine							

II

A5 Demonstrate function of object							
A6 Attend to person or object for longer period of time							
A7 Anticipate results of specific actions							
A8 Follow simple commands							
A9 Identify some common objects when named							

III

A10 Associate sounds with objects							
A11 Point to some body parts							
A12 Follow at least three different one-step commands							
A13 Identify familiar people							
A14 Identify common objects when described by function							
A15 Identify pictures							
A16 Point to clothing shown in large pictures							
A17 Follow two-step directions							
A18 Identify objects/activities from their sounds without model							
A19 Participate in action songs etc.							
A20 Select object from larger group on request							

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	Dates						
Name							
A21 Understand about 50 words							
IV							
A22 Point to pictures of common objects described by function							
A23 Understand about 100 words							
A24 Understand simple questions							
A25 Attend to stories, t.v., puppets, etc.							
A26 Discriminate personal and possessive pronouns							
A27 Respond to "where" questions							
A28 Understand prepositions "on", "under", "front", "behind", "beside"							
A29 Discriminate singular from plural							
A30 Discriminate same from different							
V							
A31 Categorize							
A32 Identify polar opposites							
A33 Discriminate comparative from superlative adjectives							
VI							
A34 Discriminate and/or							
A35 Discriminate first/last							

B Expressive Language

I							
B1 Communicate needs by varying manner of crying or whining							
B2 Make vowel-like sounds to express pleasure and displeasure (other than crying)							
B3 Vocalize in response to sounds (not imitation)							

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Name	Dates						
II							
B4 Indicate objection							
B5 Indicate agreement							
B6 Make choices							
B7 Make sounds to accompany actions							
B8 Use a variety of vowel and consonant combinations							
B9 Imitate familiar sounds student has initiated							
B10 Imitate familiar sounds initiated by other							
B11 Use some basic gesture to get attention							
B12 Communicate needs using crying and eye-gazing with some gestures							
B13 Begin to use adult intonation in babbling							
B14 Attempt to imitate new sounds							
III							
B15 Use ten to twenty words							
B16 Answer "yes" or "no" to questions							
B17 Name objects							
B18 Imitate two to three word sentences							
B19 Sometimes initiate two-word phrases							
IV							
B20 Use fifty single words							
B21 Use some "what", "where" questions							
B22 Use three-word phrases							
V							
B23 Use pronouns							

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Name	Dates						
B24 Use "what", "where", "who" questions							
B25 Use negatives							
B26 Use prepositions							
B27 Use four-word phrases							
B28 Use noun plurals							
VI							
B29 Use "why", "when", "how"							
B30 Know function of body parts and objects							
B31 Know polar opposites							
B32 Know comparative and superlative adjectives							
B33 Describe actions using present tense							
VII							
B34 Describe action using past tense							
B35 Describe action using future tense							
B36 Describe events of past, present, and future in a logical order							
Sequence for expressive language using pictures or symbols							
B37 Use a personalized response mode (e.g. finger pointing or eye pointing)							
B38 Discriminate between two objects							
B39 Associate objects with function							
B40 Make choices							
Pictures							
B41 Match objects to pictures							
B42 Discriminate between two pictures							

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Name	Dates						
B43 Make choices using pictures							

Symbols

B44 Match symbol to picture							
B45 Discriminate between symbols							
B46 Make choices using symbols							
B47 Use symbols/pictures to express needs							
B48 Use symbols/pictures in daily routines							
B49 Use two-picture/symbol communication							
B50 Use three-picture/symbol communication							

C Cognition

I

C1 Show startle response to sudden changes (noise, light, movement)							
C2 Turn head towards a sound							
C3 Briefly grasp object placed in hand							
C4 React to some people, objects or events							
C5 Look at object placed in front							
C6 Follow movement with eyes and hands							
C7 Grasp and holds							
C8 Continue an enjoyable activity							

II

C9 Reach, creep or crawl towards objects or people							
C10 Do the same action to different objects							
C11 Imitate simple body actions initiated by student							
C12 Find hidden objects							

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Name	Dates						
C13 Find source of sound							
C14 Imitate simple body actions initiated by other							
III							
C15 Play appropriately with some toys							
C16 Attend to activity for longer period of time							
C17 Attempt to imitate new actions							
C18 Try different actions to reach specific goal							
C19 Successfully imitate new actions							
C20 Make choice of activity and follow through							
C21 Match objects, pictures, colours, shapes, sizes							
IV							
C22 Demonstrate pretend behavior with self and toys							
C23 Imitate actions previously seen							
C24 Identify colours							
C25 Identify shapes							
C26 Line up objects							
C27 Put objects in sequence in one-to-one association with others							
V							
C28 Copy pattern in left-to-right sequence							
C29 Name colours							
C30 Name shapes							
C31 Sort objects							
VI							
C32 Match letters							

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Name	Dates						
C33 Hold pencil or pen appropriately and make marks on paper							
C34 Draw line							
C35 Draw cross							
C36 Draw circle							
C37 Draw square							
C38 Draw triangle							
C39 Select equivalent amounts							
C40 Match equal sets							
C41 Identify letters and numerals							
C42 Name letters and numerals							
C43 Identify own name							
VII							
C44 Recognize some sight words							
C45 Count 1 to 25 objects							
C46 Select a specified quantity, 1 to 25							
C47 Identify sets with same, more, or less							
C48 Match objects to numerals							
C49 Identify numerals that come before, after or between, 0 to 10							
C50 Add with objects 0 to 10							
C51 Add numbers 0 to 10							
C52 Count backwards from 10							
C53 Subtract objects 0 to 10							
C54 Subtract numbers 0 to 10							

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Name	Dates						
C55 Write letters							
C56 Write first and last names							
C57 Write numerals 0 to 10							
C58 Write a word on a line							
C59 Write a sentence on a line							

D Fine Motor

I

D1 Reach for objects							
D2 Initiate and maintain grasp on object							
D3 Intentionally release objects							
D4 Manipulate objects							
D5 Hold objects with two hands							

II

D6 Place in/on							
D7 Turn knob							
D8 Turn pages of a book							
D9 Place small objects in small openings							

III & IV

D10 Unscrew and screw on jar lids							
D11 Paste paper							
D12 Use tongs to pick up objects							
D13 Cut with scissors							

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Name	Dates						

E Gross Motor

I

E1 Control head movements							
E2 Straighten arms on request							
E3 Raise buttocks when on back and knees are bent							
E4 Sit unsupported							
E5 Crawl on stomach							
E6 Sit up							
E7 Stand with support							
E8 Crawl on hands and knees							

II

E9 Stand up with support							
E10 Walk with support							
E11 Walk independently							
E12 Walk on a variety of surfaces							

III

E13 Walk up and down stairs							
E14 Run							
E15 Push heavy things							
E16 Pull heavy things							
E17 Hold door open							
E18 Pick up articles from floor, carry them, place them in specific spot							
E19 Throw with direction							
E20 Ride tricycle							

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Name	Dates						

Alternate Mobility

E21 Move independently by any means							
E22 Assist in transfers							
E23 Transfer from wheel chair to chair or bed							
E24 Transfer from wheel chair to standing							
E25 Transfer from wheel chair to car							
E26 Transfer from wheel chair to floor							

Wheel Chair Mobility

E27 Turn brakes on and off							
E28 Manoeuvre wheel chair forward and backward							
E29 Manoeuvre wheel chair around corners							
E30 Manoeuvre wheel chair up and down ramps							
E31 Manoeuvre wheel chair over a variety of surfaces							

F Eating

I

F1 Swallow liquids voluntarily							
F2 Keep tongue behind teeth during chewing							
F3 Open mouth voluntarily							
F4 Chew and swallow semi-solids without loss							
F5 Chew and swallow solids without loss							
F6 Eat finger foods							

II

F7 Eat bite-sized pieces							
F8 Sit at table in appropriate position							

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	Dates						
Name							
F9 Drink from cup without spilling							
F10 Eat with spoon							
III							
F11 Drink with straw							
F12 Unpack lunch box							
F13 Use napkin							
F14 Keep food on plate and table							
F15 Pour liquid into glass							
IV							
F16 Clean up place after eating							
F17 Pass food							
F18 Spear with fork							
V							
F19 Spread with knife							
F20 Cut with spoon or fork							
F21 Serve self food							
F22 Peel fruit with hands							
VI							
F23 Cut with knife							

G Dressing

I							
G1 Pull off hat, socks, shoes							
II							
G2 Unsnap snaps							

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	Dates						
Name							
G3 Put hat on							
G4 Unzip jacket							
G5 Put mitts on							
III							
G6 Put on shoes or boots							
G7 Put socks on							
G8 Take off pants							
G9 Take off shirt, coat, jacket							
G10 Put on pants							
G11 Put on shirt, coat, jacket							
G12 Take off T-shirt							
G13 Put on T-shirt							
G14 Untie laces							
G15 Unzip pants							
G16 Zip pants, jacket							
IV							
G17 Unbuckle belt							
G18 Hook pant hooks							
G19 Unbutton							
G20 Snap snaps							
G21 Engage zipper							
G22 Button							
G23 Tie shoe lace							

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Name	Dates						

H Grooming

I

H1 Cooperate with hand and face washing							
H2 Cooperate during bath							
H3 Cooperate with tooth brushing							

II

H4 Wash hands							
H5 Dry hands							

III

H6 Wash and dry face							
H7 Cover mouth when coughing or sneezing							
H8 Blow and wipe nose							
H9 Brush teeth							
H10 Brush hair							
H11 Wipe self after toileting							
H12 Dry self after bath							

IV

H13 Adjust water temperature and wash hair							
H14 Use deodorant							
H15 Care for menstrual needs							
H16 Shave							

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Chapter 8

Example of an Individualized Learning Program

Introduction

The student discussed as an example in Chapter 3 is the focus of this individualized learning program. Ten routines in which he participates in one day were chosen. Although he has other activities as well, these ten form a major part of the total learning program.

Eight objectives, one from each curriculum area, were used. These objectives, and their location, were then found in the relevant routine matrices of Chapter 5. Of the possible choices, a manageable number of objectives were selected. These objectives with their corresponding teaching sequences were then inserted into the routines. The completed routines are now ready to be used for teaching and data taking purposes.

The matrix below, Figure 8.1, indicates how often, and where, each objective is included in the learning program reproduced here.

	Routines									
Objective	1 Arrival	19 Toilet	2 Attend	10 Juice time	14 Mail shop	11 Leisure	6 Eating	5 Dish wash	8 Groom	4 Depart
A11 Point to some body parts	√		√	√	√			√	√	√
B6 Make choices	√				√	√				
C15 Play appropriately with some toys	√									
D6 Place in/on		√	√	√	√	√	√	√	√	
E15 Push heavy things		√		√						
F13 Use napkin										√
G6 Put shoes on										√
H4 Wash hands		√					√			
H5 Dry hands		√					√			

Figure 8.1 *A matrix indicating the incidence of objectives in the routines used in the sample program.*

Arrival

	Date											(student name)
The student will enter the class, put lunch in the appropriate place, remove outer wear and engage in a leisure activity.												

Walk to the classroom
Put lunch on trolley
Take off hat

A11 Point to some body parts												
1 with complete physical assistance												
2 with partial physical assistance												
3 with nudge												
4 independently												

Take off coat
Take off boots
Hang up coat
Hang up hat
Put boots on shelf
Put on shoes
Go to leisure area and get toy or book
Carry out leisure activity

B6 Make choices Honour any choice made through looking at, pointing, etc.												
1 takes no notice of choice made												
2 with prompt, uses choice made												
3 independently uses choice made												
4 shows pleasure with choice made												
C15 Play appropriately with some toys												
1 given full physical assistance with a toy												
2 given partial physical assistance with a toy												
3 given verbal prompt with a toy												
4 independently with a toy												
5 repeats with other toys												

Arrival **(student name)**

Toileting

	Date											(student name)
The student will go to the bathroom and carry out his functions followed by washing his hands												

Respond to name
Go to bathroom

E15 Push heavy things												
1 given full physical assistance												
2 given partial physical assistance												
3 given assistance to start												
4 given verbal prompt												
5 independently												

Locate toilet
Pull down pants
Sit down
Do the appropriate thing
Wipe
Flush toilet
Pull up underpants
Pull up slacks
Go to sink

H4 Wash hands (Backward chain)												
1 shuts off water												
2 rinses hands												
3 scrubs hands												
4 replaces soap												
5 lathers hands												
6 wets hands and soap												
7 picks up soap												
8 turns water on												

Turn on water
Locate soap
Lather hands
Put soap back

Toileting (student name)

D6 Place in/on (Backward chain)												
1 releases object at location												
2 brings object to location												
3 maintains grasp on object												
4 picks up object												

Wash
Rinse hands
Turn water off
Locate towel
Pull down towel
Dry hands

H5 Dry hands (Backward chain)												
1 puts away towel												
2 dries second hand												
3 switches towel from one hand to other												
4 dries first hand												
5 takes towel												

Discard towel
Go back to class

Toileting **(student name)**

Attendance

Date _____ (student name)

The student will shake hands, choose his name and place it on the attendance board.												

Respond to name
Raise hand

A11 Point to some body parts												
1 with complete physical assistance												
2 with partial physical assistance												
3 with nudge												
4 independently												

Shake hands
Choose name card
Walk to attendance board
Locate name on board
Locate place beside name under correct day
Place card in correct place

D6 Place in/on (Backward chain)												
1 releases object at location												
2 brings object to location												
3 maintains grasp on object												
4 picks up object												

Return to seat

Attendance **(student name)**

Juice Time

Date _____ (student name)

The student will go to the kitchen, get juice and tumblers, and pour juice for the class.												

Respond to name
Alert to activity by seeing pitcher
Walk to kitchen
Get juice out of fridge
Place on trolley
Locate tumblers
Place on trolley

D6 Place in/on (Backward chain)												
1 releases object at location												
2 brings object to location												
3 maintains grasp on object												
4 picks up object												

Take to class

E15 Push heavy things												
1 given full physical assistance												
2 given partial physical assistance												
3 given assistance to start												
4 given verbal prompt												
5 independently												

Set out tumblers
Pour juice
Drink juice

A11 Point to some body parts												
1 with complete physical assistance												
2 with partial physical assistance												
3 with nudge												
4 independently												

Juice Time

(student name)

Mailing Letters and Shopping

Date _____ (student name)

The student will assist with mailing letters and shopping for food												

Respond to name
Alert to routine by seeing purse
Go to coat area
Put coat, etc. on

A11 Point to some body parts												
1 with complete physical assistance												
2 with partial physical assistance												
3 with nudge												
4 independently												

Get mail bag
Put over shoulders
Go to office
Pick up mail
Go to mailbox
Mail letters
Go to store
Open door
Choose items

B6 Make choices Honour any choice made through looking at, pointing, etc.												
1 takes no notice of choice made												
2 with prompt, uses choice made												
3 independently uses choice made												
4 shows pleasure with choice made												

Put in basket
Take to checkout
Pay for item
Put in mail bag

D6 Place in/on (Backward chain)												
1 releases object at location												
2 brings object to location												

Mailing Letters and Shopping **(student name)**

3 maintains grasp on object												
4 picks up object												

Leave store
Go back to school
Take groceries out of bag
Put in cupboard
Replace bag
Take coat etc. off
Hang up coat

Mailing Letters and Shopping **(student name)**

Leisure

	Date											(student name)
The student will operate a record player and tape recorder independently.												

Respond to name
Alert to activity by being shown tape player and record player
Make choice

B6 Make choices Honour any choice made through looking at, pointing, etc.												
1 takes no notice of choice made												
2 with prompt, uses choice made												
3 independently uses choice made												
4 shows pleasure with choice made												

(For record player)
Choose record
Take out of jacket
Place on turntable

D6 Place in/on (Backward chain)												
1 releases object at location												
2 brings object to location												
3 maintains grasp on object												
4 picks up object												

Turn on
Put arm on
Listen to music
Take arm off
Turn player off
Take record off
Put record in jacket
Return to proper location
(For Tape recorder)
Choose tape
Take tape out of box
Push 'eject' on recorder
Place tape in

Leisure

(student name)

D6 Place in/on (Backward chain)												
1 releases object at location												
2 brings object to location												
3 maintains grasp on object												
4 picks up object												

Close
Push 'play' button
Listen to music
Push stop button
Push eject button
Take out tape
Place tape in box
Close recorder
Put tape in proper location

Leisure **(student name)**

Eating

	Date											(student name)
The student will eat lunch in an appropriate manner, using good eating habits and cleaning up afterwards												

Respond to name
Alert to activity by seeing lunch trolley
Wash hands

H4 Wash hands (Backward chain)												
1 shuts off water												
2 rinses hands												
3 scrubs hands												
4 replaces soap												
5 lathers hands												
6 wets hands and soap												
7 picks up soap												
8 turns water on												
H5 Dry hands (Backward chain)												
1 puts away towel												
2 dries second hand												
3 switches towel from one hand to other												
4 dries first hand												
5 takes towel												

Go to trolley
Pick up lunch box
Sit at table
Open containers etc.
Eat appropriately

F13 Use napkin (Backward chain)												
1 returns napkin to lap												
2 wipes mouth with napkin												

Eating **(student name)**

3 picks up napkin												
4 places napkin on lap												
5 picks up napkin from table												
6 locates napkin												

Place leftovers in box
Drink liquid
Close lunch box
Dispose of garbage
Get cloth to wipe table
Wipe table
Return cloth
Place lunch box in appropriate place

D6 Place in/on (Backward chain)												
1 releases object at location												
2 brings object to location												
3 maintains grasp on object												
4 picks up object												

Dish Washing

Date _____ (student name)

The student will assist with washing and rinsing dishes and setting them to drip dry.												

Respond to name
Alert to activity by seeing dishpan
Go to sink
Put pan under tap
Fill with water
Put detergent in
Put dirty dishes in

D6 Place in/on (Backward chain)												
1 releases object at location												
2 brings object to location												
3 maintains grasp on object												
4 picks up object												

Wash dishes and place on drain board
Empty dishpan into sink
Fill with water
Put clean dishes in to rinse
Rinse and place dishes on drain board
Empty pan into sink
Place pan in its place
Dry hands

A11 Point to some body parts												
1 with complete physical assistance												
2 with partial physical assistance												
3 with nudge												
4 independently												

Dish Washing **(student name)**

Grooming

	Date_____ (student name)											
The student will brush his teeth, wash his face and comb his hair.												

Respond to name
Alert to activity by seeing grooming baskets
Go to shelf
Find own basket
Take basket to sink
Take out toothbrush and toothpaste
Brush teeth

A11 Point to some body parts												
1 with complete physical assistance												
2 with partial physical assistance												
3 with nudge												
4 independently												

Put items back

D6 Place in/on (Backward chain)												
1 releases object at location												
2 brings object to location												
3 maintains grasp on object												
4 picks up object												

Take out wash cloth and towel
Wash and dry face
Take out comb/brush
Comb/brush hair
Put comb/brush back
Replace basket
Put dirty laundry away

Grooming **(student name)**

Departure

	Date											(student name)
The student will dress himself for the outdoors, shake hands, take his bag and go out.												

Respond to 'bag' cue
Go to coat rack
Identify own coat
Put it on

A11 Point to some body parts												
1 with complete physical assistance												
2 with partial physical assistance												
3 with nudge												
4 independently												
G6 Put on shoes or boots (Backward chain)												
1 adjusts front of shoe if necessary												
2 puts heel down												
3 slides foot to front												
4 inserts foot												
5 holds shoe by top of back												
6 opens shoe up												
7 positions appropriate shoe by foot												

Identify own boots
Put them on
Identify own hat
Put it on
Shake hands
Pick up bag
Walk to exit door

Departure **(student name)**

Index

activities 9, 19
    choosing 7
    functional 14
    self-help 19
activity
    elements of 10
age peers 27
Alberta Education 18
Arrival 37, 103
arrival routine 22, 36
    as a data sheet 12
    example of 10, 11
assessment
    curriculum-based 10
assessment form 17
assessment instrument 10
Attendance 38, 106
attentional resources 2
backward chain 21
behaviour problems 9
Bobrow 2
Brown 1, 6, 7
Cake Baking 39
Carreiro 3
checklist 88
    curriculum 21
Cognition 18, 30, 93
community 27
component 11
component parts 19
criteria 12, 20
criterion 19
cross-referencing 56
cueing 3
curriculum 17
curriculum area 18, 21, 22, 102
curriculum objectives 18, 27, 36, 56, 88
daily schedule 8
data 27
    collection 88
    keeping 12
    sheet 20, 22
    taking 18, 102
Departure 40, 116
developmental stages 27
Dish Washing 41, 114
distracters 20
Donnelan 1, 3
Dress 82
Dressing 18, 34, 99
Eating 18, 33, 42, 80, 98, 112
environments 36
Expressive Language 18, 21, 29, 61, 90
Falvey 7
Fine Motor 18, 32, 96
Fredericks 12, 18
functional 18, 27
    activities 17, 19, 27
    routines 6
generalization 4, 10
Getting Laundry 43
Grooming 18, 35, 44, 85, 101, 115
Gross Motor 18, 22, 32, 76, 97
grouping 8
groups 8
guardians 27
Guess 6
Individual Education Plan 10
individualized
    attention 9
    learning program 102
    routine 14, 17
Jones 6
Juice Preparation 45
Juice Time 46, 107
Kahneman 2
learning program 102
leisure 27, 47, 110
Lunch Preparation 48
Lyon 6
Mail Delivery 49
Mailing Letters and Shopping 50, 108
Makohon 18
manageable portions 19
Manolson 18
matrix 102
mental age 18
Neel 1, 3
Norman 2
objective selection 10

objectives 12, 18, 22, 102
appropriate to developmental level 10
developmentally sequential order 18
inserted 10
integrating into routines 10
integration 22
parents 27
participation with assistance 9
personal computer 15
philosophy 19
Piaget 3
Preparing Grooming Baskets 51
procedural memory 3
program preparation
some hints 14
prompt levels 11, 20
Pudding Making 52
Receptive Language 18, 22, 28, 57, 89
reinforcement 19, 20
routine
model 21
matrices 17, 27, 36, 102
model 8
creating 7
definition 6
steps 11, 36
components 10
routines 12, 19, 22, 27, 56, 102
as a foundation of memory 3
as cues 3
as objective 10
as tools for concept building 3
as vehicles for teaching objectives 10
definition 1
for basic learning competency 4
for functional competency 4
individualized 11
specialized 5
writing of 10
sabotage 5
Salad Preparation 53
schedule 8, 9, 21, 22
example of 8
scheduling 9
segment 18, 21, 22, 88
segments 18
setting of goals 10
Snell 11
Soup Preparation 54
specialists 27
task analysis 11, 19, 21
Tawney 18
teaching method
choosing 11
Teaching Research Infant and Child Center 18
teaching sequence 11, 17, 20, 22, 36, 56, 102
teaching steps 11, 56
Toileting 55, 104
Tulving 3
vocational 27

Order Forms

Completing the order form for Individualized Programs.

1. Fill in title of routine (e.g. "Toileting").
2. Print/type routine steps in designated spaces.
3. Place student name at top of column.
4. Place identified curriculum objective numbers beside the appropriate routine steps. For example, "H4" beside the step "Go to sink" will result in the objective "Wash hands" with matching teaching sequence inserted after that step.
5. Repeat Steps 3 and 4 for additional students
6. Place page number, and total number of pages in the routine, at the top of each page (e.g. Page **1** of **2**).
7. Complete the General Order Form.

Please Note: The completed individualized learning programs will be identical, including data forms, to those on pages 102 to 116, but will be printed with a dot matrix printer.

Order Form for Individualized Programs

(Please photocopy form for use as required.)

Page....of....

Routine Title	Student Names (Please type or print first and last names legibly.)			
Routine Steps	Curriculum Objective Numbers ***Please note**: The curiculum objective with matching teaching sequences will be inserted **after** the routine step.*			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
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General Order Form

(Please photocopy form for use as required.)

Please ship to: Name and title _____

Organization _____

Address _____

City _____

Province/State _____ Postal Code _____

Telephone Number _____

Quantity

____ copies: *Teaching Curriculum Goals in Routine Environments: A Manual for the Instruction of Multi-Handicapped Students* ..... @ $25.00 $_____

_____ copies: Individualized Program Preparation disk ..... @ $15.00 $_____

Note: The currently available computer disk will work only with a Macintosh computer and Micro-Soft Word Version 3.01 word-processing package.

Individualized Programs as specified on accompanying order form:

Quantity

____ Different basic routines ..... @ $5.00 $_____

____ Individual routine programs (one routine individualized for one student.) ..... @ $2.00 $_____

Note: The programs will be identical in format to the example given in Chapter 8, and will be printed on a good quality dot matrix printer.

Postage and handling $ **3.00**

Total $ _____

Please make cheque or money order payable to **CONE Learning Systems** and send to:

Nick Frans
CONE Learning Systems
18415-81 Avenue
Edmonton, Alberta, Canada T5T 1A6

Telephone (403) 481-6687

All prices subject to change without notice

We will endeavor to ship as quickly as possible but please allow about three weeks for delivery. If there is special urgency, courier shipment can be arranged on a cost recovery basis.